EESTI KUNSTIAKADEEMIA ARHITEKTUURITEADUSKOND
UMEÅ UNIVERSITY UMEÅ SCHOOL OF ARCHITECTURE

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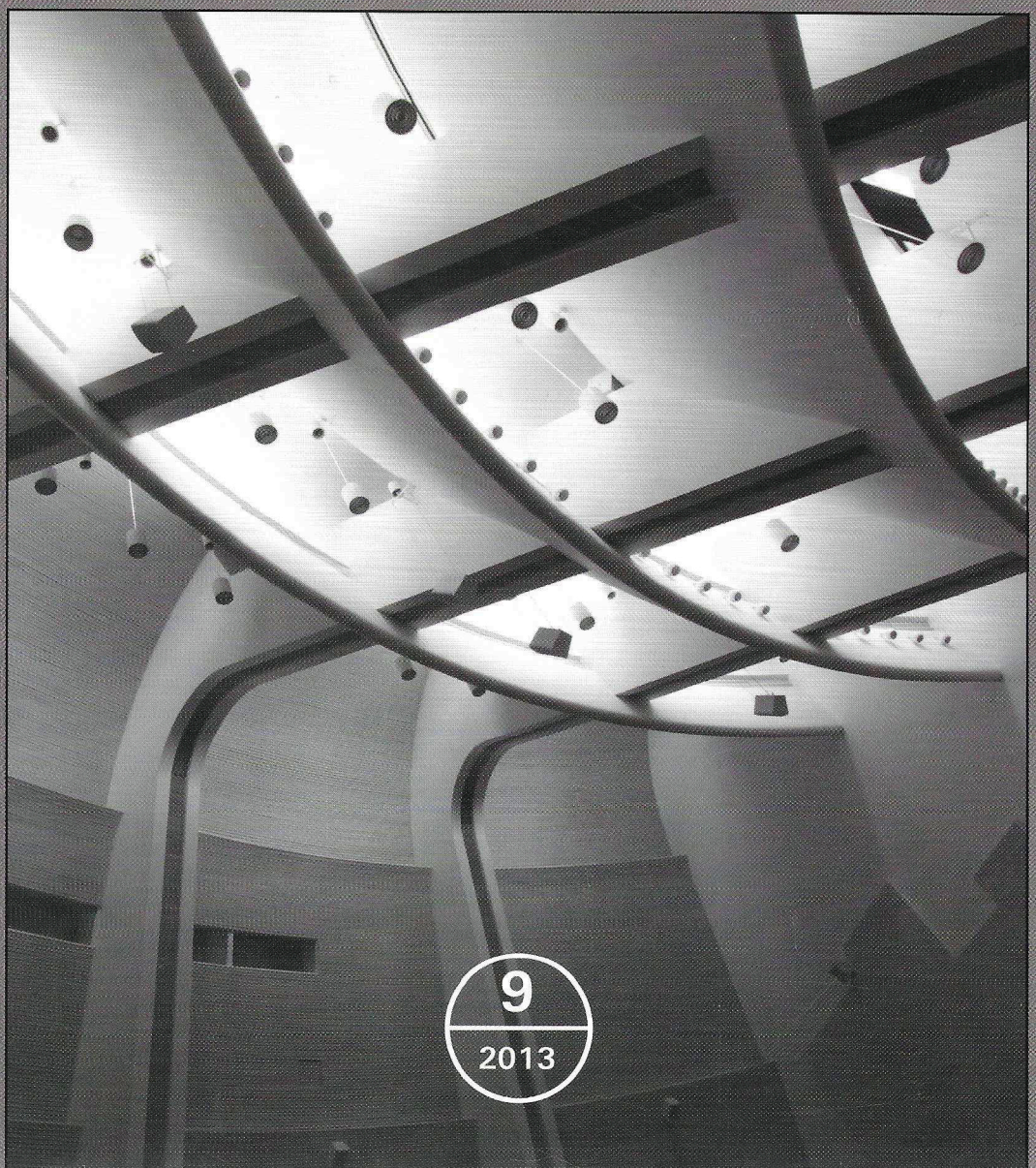
# NORDIC DIMENSION IN ARCHITECTURAL EDUCATION

## Working Towards Better Accreditation and Quality Assurance

Edited by Jüri Soolep



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On the other hand, the stakeholders in the process: the states, responsible officials, companies and the general public can be assured by transparent accreditation and quality assurance mechanisms that architectural education and thus the future architectural domain undergoes, active discussions and peer review processes to maintain high social, economic and cultural standards. This was seen as inevitable in order to achieve sustainable culture and economy in Northern Europe.

The workgroup for this report gathered three times and the draft findings were discussed on the NAA Bergen meeting (6–7 May 2010). After the Bergen meeting, the working group gathered in Copenhagen (2 November 2010) and further development was discussed on the Stockholm meeting (4 November 2010).

Different policy interpretations were presented and a working seminar took place on 31 March 2011 in Copenhagen. The second policy discussion took place on 20 October 2011 in Lund. Nordic Accreditation and Quality Assurance Manual was edited on the Copenhagen meeting (9 December 2011). The report was introduced also on the annual meeting of European heads of schools, organised by the European Association of Architectural Education (EAAE) and the European Network of Heads of Schools of Architecture (ENHSA) in Crete (1 September 2012). The final comments were made at the NAA Riga meeting (25 September 2012).

UMEÅ UNIVERSITET

ESTONIAN ACADEMY OF ARTS

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# Nordic Dimension in Architectural Education: Working Towards Better Accreditation and Quality Assurance

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## Working Towards Better Accreditation and Quality Assurance

Edited by Jüri Soolep


ESTONIAN
ACADEMY OF ARTS

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## Contents

Annex 4. Case studies

Annex 5. RIAI Qualifications Accreditation System

Annex 6. ARB Procedures for the Prescription of Qualifications

Annex 8. Presentation by Jürgen Mittelstrass

Annex 9. UNESCO-UIA Charter for Architectural Education and Validation System for Architectural Education

Annex 10. Standards and Guidelines for Quality Assurance in Higher Education in Europe.

# Introduction

## 0.1. Structure and layout of work

The working group for Accreditation and Quality Assurance (WAQA) has been set up by the Nordic Academy of Architecture (NAA). The workgroup gathered three times (07 December 2009, 09 March 2010, 02 November 2010) and the draft findings were discussed on the NAA Bergen meeting (06–07 May 2010). After the Bergen meeting, the working group gathered in Copenhagen (02 November 2010) and further development was discussed on the Stockholm meeting (04 November 2010). Different policy interpretations were presented and a working seminar took place on 31 March 2011 in Copenhagen. The second policy discussion took place on 20 October 2011 in Lund. Nordic Accreditation and Quality Assurance Manual was edited by **Leif Brodersen, Rasmus Levy, Ebbe Harder, Peter Kjaer** and **Jüri Soolep** on the Copenhagen meeting (09 December 2011). The report was introduced also on the annual meeting of European heads of schools, organised by the European Association of Architectural Education (EAAE) and the European Network of Heads of Schools of Architecture (ENHSA) in Crete (01 September 2012). The final comments were made at the NAA Riga meeting (25 September 2012).

The work of WAQA was based on previous work and discussions of the NAA. Since early 2004 matters with regard to lifelong learning as well as accreditations and qualifications have continuously been discussed during the meetings. The joint seminar of the NAA and the EAAE was held in Tallinn (2007) and the other joint seminar of NAA and national professional organisations was held in Oslo (2008).

The task was assigned to the working group by **Inger Lise Syversen** (AHO) and **Staffan Henriksson** (AARCH) after the N+ 2009 application (see *Annex 1*) was successfully accepted. The duration of the project was set for 4 years.

The meetings of the working group were organised by **Rasmus Levy** (International Coordinator at the Royal Danish Academy of Fine Arts, School of Architecture). The working group is chaired and the current text of the report was written by **Jüri Soolep** (Vice-Rector of the NAA). The members of the working group are:

**Leif Brodersen** (Sweden, KTH)
**Janne Pihlajaniemi** (Finland, SAFA, Oulu)
**Jóhannes Þórðarson** (Iceland, LHI)
**Ugis Bratuskins** (Latvia, RTU)
**Gintaras Caikauskas** (Lithuania, VGTU)
**Gunnar Parelius** (Norway, NTNU)

This edition of the report was prepared for the forthcoming seminar in Copenhagen and also includes annexes with working material, which will allow the readers to browse all the sources that may be found necessary.

## 0.2. Background for the N+ 2009 application and WAQA

Notions and application of *Lifelong Learning* and *Transparency of Qualifications* are being institutionalised in the European educational system and are seen as the main tools towards the knowledge based society and economy (Lisbon strategy).

Traditionally, schools of architecture have prepared students for the profession of a self-employed architect, being legally responsible for his/her projects. Professional legislation, also on an European level, pertains to this particular professional situation.

The aim of the N+ 2009 application and the following NAA project was, on the one hand, to facilitate the transition from student to professional and, on the other hand, to provide professionals with upgraded and new skills and knowledge allowing them to have the best qualifications to address today's complex demands and challenges within the field of architecture and planning, including, in particular, the urgent issues of climate change and the current economic, as well as the social and cultural impact on the built environment. It is for this reason that the application includes the second part – i.e. an application for starting post-graduate courses focusing on the impact of the climatic changes on the built environment.

The consequences of the shift from the Professional Directive (*Council Directive of 10 June 1985 on the mutual recognition of diplomas, certificates and other evidence of formal qualifications in architecture, including measures to facilitate the effective exercise of the right of establishment and freedom to provide services(85/384/EEC)*) to the more general Qualifications Directive (*Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications. PQD*) was discussed on several meetings in the NAA, and it was identified that matters of possible accreditation and quality assurance are an important part of this transition as well as upcoming practice by several governments in the European Union.

In addition to educational and professional consequences, the transition also takes on a political dimension. Based on the recommendations in the Qualifications Directive Article 48, the NAA aimed at creating an overview of respective national competent authorities, awarded certificates and architectural accreditation systems. Because most registration boards require an applicant for licensure to hold a national accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture. It was quite clear that these matters are solved in different ways in the Nordic-Baltic countries, not to mention throughout the EU.

Accreditation and quality assurance are also connected to more practical issues like organising life-long learning programmes that are organised and delivered by different stakeholders in the domain of architectural services and not necessarily within the system of education.

When making the application for running the activities, the working group was expected to achieve formal outcomes of the work:

> Based on the high academic skills of the institutions and staff involved and their long experience in handling matters of accreditation and quality assurance, the working group will mainly use its "internal" capacities in the development of the accreditation manual and the qualification assurance parameters and criteria (*Annex 1, section: Running the working groups*).

The time-table for the works was planned as follows:

| | |
|---|---|
| **2009** | |
| June | Preparatory meeting |
| June–October | Collection of empirical data and a tentative analysis |
| October | Discussion of the analysis and sketching the content of the Manual |
| **2010** | |
| June | Discussion of the Manual and proposing a plan of implementation |
| June–October | Implementation of the Manual |
| October | Discussion of the implementation of the Manual |
| December | Joint Nordic/European seminar on Quality Assurance and Accreditation |
| **2011** | |
| May | Summary of the joint Nordic/European seminar in 2010 and re-examination of the Manual |
| September | Implementation of the revised Manual |
| **2012** | |
| | Summary and presentation of the NAA pioneer Manual to the Nordic Council of Ministers |

The actual work took much longer than expected.

## 0.3. Context recognised by WAQA

The working group discussed the background of the N+ 2009 application and several clarifications were made. It did not take the working group more than a couple of discussions to learn how diverse the educational and professional practices are, and how different the motivation for accreditation processes, even in Nordic-Baltic area, can be.

The working group decided to approach "*the accreditation manual and the qualification assurance parameters and criteria*" with caution and postponed this as a delicate and sensitive matter for later policy

discussions involving a larger forum and better representation of NAA schools and possibly national professional organisations. The same applied to the possible „*Nordic Accreditation Board*".

Here are the backgrounds identified by the working group in the process:

**1. NAA background**

The working group should look forward, considering new models for cooperation, development, funding, financing and recruitment of students, as well as anticipating forthcoming international initiatives from the perspective of accreditation processes. The NAA has all the possibilities as it unites all the Nordic-Baltic architecture schools recognised by PQD with approximate number of students as high as 7500.

**2. Nordic background**

The political agenda of the Nordic Academy of Architecture could be taking on a more active role in participating in the debates and in setting of educational and political agendas. In the current development, the NAA is witnessing rather exhausted states and rather diversely orientated professional organizations within the universal context of PQD. By showing that the NAA is capable of understanding the situation and capable of coordination it will be able to influence the evolving processes, making them useful for the architectural community and for architectural education in a longer perspective, significantly improving the collective long term potential regarding funding applications, student recruitment and also possibly influence the political and economic processes of the architectural and educational domain.

On the other hand, the stakeholders in the process: the states, responsible officials, companies and the general public can be assured by transparent accreditation and quality assurance mechanisms that architectural education and thus the future architectural domain undergoes, active discussions and peer review processes to maintain high social, economic and cultural standards. This was seen as inevitable in order to achieve sustainable culture and economy in Northern Europe.

**3. European background**

The political agenda of the NAA is to achieve increased influence and cooperation in the pan-European institutions like Architects Council of Europe (ACE) and European Association of Architectural Education (EAAE). These are the allies in dealing with European Commission in implementing the Professional Qualifications Directive (PQD). The NAA should work closely with the Nordic-Baltic members of the EC Coordinators for the PQD Sub-Group on Architectural Diplomas as well as with the informal network ENACA. (The ENACA is a network of Competent Authorities for the Architectural profession. The purpose of the ENACA is to provide a forum for discussion for Competent Authorities with a view to helping administrative cooperation and consistency in implementing the PQD). NAA should also work closely with the ACE

working group (ACE WG AV) for accreditation and validation (Final report of 19.10.2009. Coordinator: Sarah Lupton. *Annex 2*).

**4. Global background**

The accreditation working group and the NAA should monitor the development in the rest of the influential world (Especially US, China, India and Russia) to be aware of trends in economy and culture that may influence the architectural domain and thus its education. The NAA should continue to anticipate the consequences of the globalization process, understand and use initiatives from surrounding countries, and use them to its advantage. Promoting and facilitating high-edge development of architectural education and practice will enable the NAA to take initiatives and set agendas. This is especially demanding within the new ranking systems of universities and particular educational sectors being introduced to the European market.

## 0.4. Agenda the working group has focused in the process of creating the report:

**1. Common platform**

The working group is a platform for creating a common Nordic-Baltic understanding of similarities and differences in national accreditation and quality assurance polices as well as practices. The working group is, among other things, supposed to explore the influence of the Qualification Directive on the curriculum and promote common regional characteristics.

**2. Common and informed language**

The working group should establish common use in English and national languages for the different procedures and actions within the domain, often named as *accreditation, assessment, prescription* and *validation*.

**3. Accreditation in context**

The working group should at least schematically look to the other components in accreditation processes: the acceptance of students/graduates to the professional organisations, the notification of schools for the PQD Annex and access of professionals to the labour market. All these different procedures and legal practices are interconnected and sometimes mutually dependent of each other.

**4. Updating key-texts**

The working group should point out the possibility to complement the 11 points of PQD with subject areas that are important in Nordic-Baltic area like sustainability, global warming, professional ethics and transformation of civic societies. This has also its influence on accreditation processes.

**5. Mapping of countries**

The working group saw its first main task to map the situation in all the countries of NAA and describe the diverse systems currently in place. The working group also find it important to analyse the different motivation of accreditation systems in Nordic-Baltic area.

**6. Preparation of policy discussions**

The working group saw its second main task in preparing the basic data and organisation for further policy discussions in the area. This happened on Copenhagen and Lund seminars (31 March 2011; 20 October 2011) and endorsed the work on *Accreditation manual and the qualification assurance parameters and criteria* and possible *Nordic Accreditation Board*.

**7. Expert list**

The working group decided to investigate the possibility to create a mutually accepted and promoted list of academic as well as professional experts for different accreditation processes. If such a list is created and endorsed by NAA – the governments who need to, or want to create accreditation processes can use it as a pool of peer review experts.

**8. Research themes and lists**

The working group promoted the list and website of nationally accepted and promoted researchers and research themes for common information and possible involvement in different international networks, boards and educational programmes. This can be seen as a test task for creating the list of academic and professional experts.

## 0.5. Economic background and architectural self-reflection in Europe

The summary of economic background has been made on recently published study: *The Architectural Profession in Europe 2010. A Sector Study Commissioned by the Architects' Council of Europe (TAPE 2010).* All Nordic-Baltic countries participated in it except for Iceland and Norway. The country sheets of the study have been made use in the mapping section of each country.

Architects in Europe remain a heterogeneous profession. Earnings, gender, and age vary hugely between countries. The common link is the large proportion of architects who work independently – about half of the professional practitioners are sole principals or freelance architects. And most of the rest work in small practices – a profession in which individualism and small teams dominate (TAPE 2010:2).

The total number of architects in Europe-33 is now estimated to be 524,000. These are the member countries of ACE. **The estimation of architects in NAA countries is about 22,500–23,600.** The basic infor-

mation on number, gender and ratio of architects differs in reports. We here present two tables:

TAPE 2010 INFORMATION

| Country | Architects | Male | Female | Ratio/ 1000 | Market size (m/eur) | Schools/Dir |
|---|---|---|---|---|---|---|
| Denmark | 7000 | 56% | 44% | 1.3 | 308 697 | 2 |
| Estonia | 600 | 67% | 33% | 0.4 | 12 667 | 1 |
| Finland | 3050 | 56% | 44% | 0.6 | 117 456 | 3 |
| Iceland | | | | | | 1 |
| Latvia | 900 | 25% | 75% | 0.4 | 16 693 | 1 |
| Lithuania | 1500 | 68% | 32% | 0.5 | 11 455 | 4 |
| Norway | | | | | | 3 |
| Sweden | 5600 | 51% | 49% | 0.6 | 356 300 | 4 |

NAA WORKING GROUP INFORMATION FROM LOCAL PROFESSIONAL ORGANISATIONS (2010)

| Country | Architects | Male | Female | Ratio/ 1000 | Schools/Dir |
|---|---|---|---|---|---|
| Denmark | 7000 | 50% | 50% | 1.3 | 2 |
| Estonia | 850 | 30% | 70% | 0.6 | 1 |
| Finland | 3600 | 50% | 50% | 0.7 | 3 |
| Iceland | 300 | 65% | 35% | 0.9 | 1 |
| Latvia | 900 | 25% | 75% | 0.4 | 1 |
| Lithuania | 2000 | | | 0.6 | 4 |
| Norway | 3600 | | | 0.8 | 3 |
| Sweden | 5400 | 51% | 49% | 0.6 | 4 |

The largest single employment group is sole principals (an architect, working independently, who provides a full range of architectural services to clients) – over one third of architects practice in this way. Another 12 % are partners and directors in private practice, plus 22 % as salaried architects (about a quarter of them Associates) within private practices. The public sector accounts for 9 % (TAPE 2010:2).

There has been a marked decline in cross-border working between 2008 and 2010. Currently, 3.4 % of the profession works in a different country from the one in which they are registered. In 2008, the proportion was 7 %. The work environment of architects has changed hugely between 2008 and 2010. Construction output has fallen back by an estimated 7 % in 2009, and is expected to have fallen by a further 8 % in 2010 as a result of the continuing economic crisis right across Europe (TAPE 2010:3).

The number of architectural practices is estimated to have increased from 130,000 in 2008 to 155,000 in 2010, largely due to new practices being established by newly redundant architects. This theory tallies with the increase in the number of Sole Principals in the profession. The rise is partly due to the increase in the estimated number of architects in Europe (TAPE 2010:4).

Average private practice revenue has fallen between 2008 and 2010. For a one- or two-person practice the average revenue is lower by about 20 %. Falls for medium sized practices are smaller: 4 % for a practice with 3 to 5 staff, 7 % for a 6 to 10 person firm (TAPE 2010:4).

Architects' own perception of their reputations have changed very little between 2008 and 2010: the consistency of views and the response to each question is virtually identical in 2010 as in 2008.

**Here is the conclusion of the TAPE 2010 study that the working group found extremely important to consider:**

■ **This is not a confident profession**: only one third think they are viewed 'quite' or 'very' highly by the general public, others in the construction industry or by public authorities. **Architects may need to consider what can be done to improve their perception amongst these groups** (TAPE 2010:5).

■ **The working group found that transparent accreditation and quality assurance mechanisms are one of the important possibilities to assure that architectural education and thus the future architectural domain undergoes active discussions and peer review processes to maintain high social, economic and cultural standards. It is also the mechanism to promote and publicise good results in architectural education.**

Average satisfaction ratings remain very similar to those recorded in 2008 with no significant difference. The figures show architects are most satisfied with their choice of career as an architect, and least satisfied with the amount they are paid. Satisfaction with the quality of life and the business environment lies between pay and career choice (TAPE 2010:5).

# Part 1

## Mapping the existing situation in Nordic-Baltic states

## 1.1. A question of definitions

The first task for the working group was to understand how the different procedures and actions within the domain, that is often called as *accreditation, prescription* and *validation*, are understood by the members of NAA. To save energy and time another investigation was made use of that is going on in ACE working group for accreditation and validation (ACE WG AV. Final report of 19.10.2009. Coordinator: Sarah Lupton. *Annex 2*).

The definitions used in English by the ACE WG AV were:

**Accreditation** (also used in the UK and Ireland as **prescription**)
: The process by which a competent authority or other body determines whether a qualification fulfils the requirements of the EU Directive PQD (The body may also determine whether it meets local requirements such as those set out in national law).

**Validation**
: The process by which a professional body determines whether a qualification should give the holder the right to join that body[1]. (The professional body may have a wider role, for example encouraging high standards in the qualifications).

**Quality Assurance**
: The process or system of processes by which educational bodies determine whether qualifications are meeting their own benchmark standards, or any other standards set by the educational system.

ACE WG AV agreed on these definitions of accreditation, validation etc., but after the pilot run of the questionnaire, it decided not to use them within the questionnaire. Even with the definitions it was clear that the terms will be understood differently by different countries, which would cause misunderstanding in the response. Instead, the questionnaire adopted the following definitions:

**Approval for EU directive listing**
: The process by which a Competent Authority or other body determines whether a qualification fulfils the requirements of the EU Directive, for the purposes of notification to the European Commission.

**Approval for meeting national educational standards**
: The process by which a national or other body determines whether a qualification fulfils national educational requirements.

**Approval for joining professional bodies**
: The process by which a professional body determines whether a qualification should give the holder the right to join that body. (The

1 Sometimes this is a process (for instance in the UK) by which an Institution or University carries out a detailed examination of a programme document, its contents and its learning outcomes, and examines the quality of its graduate to ensure that the programme continuously reaches the standard that the Institution or University prescribes for the degree or the diploma that is awarded. This is a process that is usually conducted by the academic institution itself who sets up its own board, albeit that Board may contain external expert(s) to participate or advise on the validation process.

professional body may have a wider role, for example encouraging high standards in the qualifications or access to the market).

**Approval for access to market**

The process by which a national or other body determines whether a qualification fulfils standards set for access to the national market.

To capitalise on the work already done, the NAA working group decided to use the same definitions to map the situation in Nordic-Baltic countries. The situation was described and analysed by the working group using the expression ***approval for*** ... .

## 1.2. Description of the situation in each country

Here is the description of each of the Nordic and Baltic countries. The data background fact sheet has been quoted to include background information from the published study: *The Architectural Profession in Europe 2010. A Sector Study Commissioned by the Architects' Council of Europe (TAPE 2010).* Certain caution is in need as the source of the study has been uneven in different countries. Some of the conclusions have been drawn upon too little answer groups but nevertheless it was thought to be good introduction. This can be critically evaluated and updated in the next phases of the work.

# Denmark


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 5,475,791 | 5,634,738 |
| GDP, millions euro | 233,482 | 228,371 |
| GDP per head | 42,639 | 41,518 |
| Construction output, millions euro | 30,510 | 20,518 |
| Construction output as a per cent of GDP | 13 | 9 |

## ARCHITECTURAL PROFESSION

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | 7,000 | 7,000 |
| Number of architects per 1000 population | 1,3 | 1,3 |
| Number of male architects | 3,570 | 3,936 |
| Number of female architects | 3,430 | 3,064 |
| Number of architects aged under 40 | 2,800 | 2,307 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

## ARCHITECTURAL MARKET

| | 2008 | 2010 |
|---|---|---|
| Total market size, millions euro | 356,228 | 308,697 |
| Average revenue per 2 person practice | 291,700 | 129,768 |
| Average revenue per 6–10 prs practice | 566,330 | 1,138.352 |

## PRIVATE PRACTICE

| | 2008 | 2010 |
|---|---|---|
| Number of practices | 727 | 762 |
| 1 architectural staff | 393 | 384 |
| 2–5 architectural staff | 167 | 241 |
| 6–30 architectural staff | 121 | 123 |
| More than 30 architectural staff | 46 | 14 |

## FIELD OF EMPLOYMENT

| | 2008 | 2010 |
|---|---|---|
| Economically active | 5,946 | 5,723 |
| *of whom* | | |
| Sole Principals | 644 | 687 |
| Partners / Directors | 417 | 916 |
| Private Practice Salaried | 1,893 | 1,488 |
| Private in-house | 227 | 114 |
| Freelance | 114 | 229 |
| Other Private | 644 | 343 |
| Local authority / Government | 1,401 | 1,316 |
| Other public | 606 | 687 |

Danish Architects' Association counts about 7.000 qualified architects, who are entitled to use the protected title MAA (Members of the Architects' Association). It is estimated that 80 % are organized in the association, so there is approximately 8.400 architects in total.

The population in Denmark: 5.5 million, ratio of architects: 1.3/1000, 50% female/ 50% male.

**Liability 5 and 20 years.** In Denmark companies and architects must take out a private consultant insurance policy, covering faults and imperfections relating to the architect's project. For major assignments, the engineer has to meet the same requirement (construction, electricity, plumbing etc.). The building authority (municipality) will, even if it approves the project, be held responsible for project design and engineering faults. The executive developer must, likewise be insured, at least with a liability insurance.

**1. Approval for EU directive listing**

The body responsible for deciding which qualifications will be proposed to the commission for listing in Annex 5.7.1 is the Danish Agency for International Education, which is also the Competent Authority. When required for the directive, the Agency consults with the professional organisation, the Architects Association of Denmark (AA) and with the Rectors of the architectural educations under the Ministry of Culture.

**2. Approval for meeting national educational standards**

Denmark has a separate accreditation process for approving that qualifications meet national educational standards, implemented by the Ministry of Science, Technology and Innovation. With accreditation, study programmes are recognised for living up to a set of minimum standards for relevance and quality. This is based on national legislation which incorporates the requirements of the PQD. (see 8. for more information on accreditation).

**3. Approval for joining professional bodies**

Qualifications are also separately approved by the Architects Association of Denmark (AA). Only holders of the Master of Arts in Architecture can join the AA. There is no period of experience or further examination required to join.

**4. Approval for access to market**

There is no legal protection of title or function, i.e. anyone may use the title architect and practise independently without listed qualifications[2]. The title "Architect, MAA" is the protected and internationally recognized title for those practicing professionally in the field of architecture in Denmark. Only members of the Danish Architects' Association are entitled to use the title.

**2** However, each building project must be approved by local authorities.

**5. Problems and risks**

There is no conflict between the state, the professional organisations and schools of architecture. The Ministry of Culture sets the judicial framework and devolves a great deal of responsibility to the schools and professional organisations. These two parties engage in a constructive dialogue on the links between architectural education and profession with no or limited intervention from the Ministry of Culture.

**6. Expectations and future challenges for your country and the NAA**

The executive order on accreditation is currently being revised by the Danish Ministry of Culture in order to simplify the approval for meeting national educational standards. In time it is likely that accreditation will be replaced by an auditing process based on the institutions' internal quality assurance systems.

At present the accreditation process in Denmark is national and the self-evaluation report is in Danish. Scandinavian experts may be part of the panel that validates the report so a list of widely accepted NAA-experts could be useful. A list of international of English-speaking experts within the domain of EAAE or NAA would be relevant in case the accreditation becomes international or the schools decide to carry out an international benchmarking like the one that was conducted by EVA and the Royal Academy of Fine Arts, School of Architecture, in 2006 (Transforming Tradition).

The schools of architecture and the professional organisations are discussing the perspectives of adopting a compulsory 2-year period of professional experience for graduated architects as a requirement for access to the market, in line with most other EU-countries. This scheme is considered to be a vehicle of ensuring that practising architects possess adequate professional skills and competencies in a life-long learning perspective.

In Danish Architects' Association there is an on-going discussion if annual documentation on life-long learning activities needs to be a requirement for retaining membership of the association.

The NAA or the EAAE should organise a database of professors and tutors with their research areas indicated. The implementation of Master's programmes taught in English at the schools of architecture creates a need for sharing information on international examiners.

**7. Economic background**

The two architecture programmes, Aarhus School of Architecture and The Royal Danish Academy of Fine Arts School of Architecture, are publicly funded.

In October 2010, the Danish government signed a political agreement targeting educational programmes in the arts covering the period 2011–2014, including the programmes offered by two schools of architecture. The purpose of this agreement is to establish a framework that ensures the financial stability as well as the academic content of educational programmes and to provide the groundwork for further development of the educational programmes.

**Key figures for schools**

a) Key figures for KA (2009)

Number of financial year-students (within the standardised time of study): 1007

Total number of full-time equivalent teachers: 116

b) Key figures for AAA (2009)

Number of financial year-students (within the standardised time of study): 740

Total number of full-time equivalent teachers: 88

## 8. Accreditation, validation and quality assurance

***Accreditation***

All new as well as existing higher educational programmes are accredited in accordance with centrally established criteria for quality and relevancy.

The accreditation system is based on the Danish Act on the Accreditation Agency for Higher Education, and the responsibility of implementing the Act lies at the Ministry of Science, Technology and Innovation. In the Danish accreditation system, a principle aim of the Act is to create a system with a view to ensuring and documenting the quality and relevance of higher education in the Danish educational institutions.

According to the Accreditation Act, the Accreditation Council is the specific unit, which makes the decisions regarding accreditation of all higher education study programmes. Decisions are made on the basis of accreditation reports prepared by accreditation operators.

In Denmark, there are two accreditation operators that head the accreditation process and prepare the accreditation reports, which form the basis of the Accreditation Councils decisions.

- For university study programmes under the Ministry of Science, ACE Denmark[3] prepares the accreditation reports.
- For higher education study programmes within the fields covered by the Ministry of Education and the Ministry of Culture, the Danish Evaluation Institute (EVA) prepares the accreditation reports.

In 2010 the schools of architecture were accredited according to the following 13 criteria for quality and relevancy, under the Ministry of Culture:

1. Relevancy
2. Employment
3. Qualification framework
4. Structure and content
5. Teaching and working methods
6. Assessment methods
7. Internationalisation
8. Facilities and material resources
9. Artistic development activities, knowledge based on professional practice and research

**3** ACE Denmark is the Danish Accreditation Institution and members of the European Consortium for Accreditation.

10. Educators.
11. Systematic and ongoing quality work.
12. Admission and completion.
13. Results and goal attainment.

***Validation***

The word *architect* is not protected as a title or function in Denmark. There are two different ways of practicing as an architect (please note that the concept of "validation" is not used within a Danish context).

**1. Cand. arch.** is the title granted upon graduation from one of the two Danish schools of architecture. This title is protected and indicates that the graduate has completed an architecture programme at a recognised school of architecture and may practice the profession of architecture in accordance with the PQD. Thus, the title Cand. arch. only indicates someone's educational background, but does not reflect an architect's qualifications or practical experience.

2. The Admission and Qualification Council, Danish Architects' Association (AA)

Architects, who do not qualify for membership of AA in accordance with the above, may seek admission through the Admission and Qualification Council. The Admission and Qualification Council also performs assessments of architectural qualifications in accordance with the Executive order on the acknowledgement of diplomas in the field of architecture issued in an EU member state, an EEA member country or in Switzerland. As per the Professionalisation Agreement, in case of doubt, the Admission and Qualification Council should perform an assessment of the members' acquired skills. During this assessment, council members will determine whether sufficient documentation is available to document the applicant's professional qualifications required for admission as a member of AA, and will also assess whether the applicant fulfils the qualification requirements for an architect in accordance with the Professional Qualification Directive.

***Quality assurance***

As per agreement with the Danish Ministry of Culture, the schools of architecture have introduced an internal quality assurance system, including assessment routines and follow-up processes that ensure that assessments continuously are translated into concrete improvements by means of feedback processes.

In the multi-year agreement with the Danish Ministry of Culture 2011–14, quality assurance is described as follows:

> Accreditation constitutes fundamental quality assurance of educational programmes in accordance with international standards. In addition to accreditations, the educational institutions should continuously develop internal – and joint – quality assurance systems that maintain each subject area's focus on quality development of educational offerings, research and artistic development activities on an international level.

## 9. Comments

***Quality of architecture***

There is no formal quality assurance, but the rigid Danish building code provides local authorities an opportunity to layout a framework for the creation of architecture.

Many private and public development projects are tended through competitions to which pre-qualified participants are invited.

***Problems with similar or related education***

It is agreed that training of architects falls under the Danish Ministry of Culture (AAA and KA), while engineers are educated under the auspices of the Danish Ministry of Science, Technology and Innovation. This clear demarcations has been blurred since the University of Aalborg under the Danish Ministry of Science, Technology and Innovation, established a department that aims to educate civil engineers in architecture and design.

***Case studies of professional examination outside of the school***

No professional examination outside of the school.

***Life-long learning and continuous professional development***

The core of Life-Long Learning is managed by Danish Architects' Association (AA) in cooperation with the schools of architecture. AA's continued education courses address architects' traditional needs for professional development. New courses, based on societal development and the conditions upon which the profession of architecture is practiced, are developed on a continuous basis. Such courses may focus on sustainability, digital tools, management and process education. Danish Architects' Association also offers an educational programme especially developed for partners in architecture firms, which focuses on leadership in creative knowledge companies. The schools of architecture contribute to the continued education of architects by offering professional Master's programmes such as Master in Developers' Value Creation, Nordic Master in Architectonic Cultural Heritage and Master in Strategic Urban Planning.

***Comments on Bologna process***

Bologna Process has been fully implemented in the Danish schools of architecture. This change in the study structure, which led to a division between the Bachelor and Master's programmes, has provided good conditions for student exchanges and has also paved the road for admission of foreign full-degree students into English-language programmes.

***Nordic cooperation***

In the early 1990's, the Nordic Academy of Architecture was founded to increase the overall mobility between the Nordic countries. As far

as the Danish schools of architecture are concerned, still only a small number of students choose to enroll in exchange programmes in the Nordic countries.

This Nordic collaboration has opened up for admission of full-degree students from other Nordic countries into schools of architecture. At the schools of architecture in Denmark, approximately ¼ of all students come from either Norway or Sweden.

**10. Other comments**

It is important to establish a closer collaboration between research and research based programmemes in the Nordic-Baltic region.

***Suggestions by country on PQD***

The 11 points from PQD should be reviewed. Nothing is written about the changed role of IT and architecture in the production process (cf. the discussion in KA's New Year's publication 2010). Sustainability is not mentioned in PQD either.

***Possible expert list by schools/country***

KA supports the creation of an expert list and suggests that the school's selection systems used in connection with recruitment of educators and researchers should serve as a basis for the selection of experts.

# Estonia


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 1,340,935 | 1,340,127 |
| GDP, millions euro | 16,107 | 13, 846 |
| GDP per head | 12,012 | 10,332 |
| Construction output, millions euro | 3,332 | 1,843 |
| Construction output as a per cent of GDP | 21 | 13 |

## ARCHITECTURAL PROFESSION

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | 700 | 600 |
| Number of architects per 1000 population | 0,5 | 0,4 |
| Number of male architects | 588 | 400 |
| Number of female architects | 112 | 200 |
| Number of architects aged under 40 | 252 | 169 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

## ARCHITECTURAL MARKET

| | 2008 | 2010 |
|---|---|---|
| Total market size, millions euro | 27,524 | 12,667 |
| Average revenue per 2 person practice | n/a | n/a |
| Average revenue per 6–10 prs practice | 322,500 | n/a |

## PRIVATE PRACTICE

| | 2008 | 2010 |
|---|---|---|
| Number of practices | 190 | 145 |
| 1 architectural staff | 81 | 75 |
| 2–5 architectural staff | 66 | 48 |
| 6–30 architectural staff | 42 | 20 |
| More than 30 architectural staff | 1 | 0 |

## FIELD OF EMPLOYMENT

| | 2008 | 2010 |
|---|---|---|
| Economically active | 672 | 482 |
| *of whom* | | |
| Sole Principals | 108 | 135 |
| Partners / Directors | 370 | 43 |
| Private Practice Salaried | 1,893 | 1,488 |
| Private in-house | 0 | 0 |
| Freelance | 27 | 29 |
| Other Private | 27 | 14 |
| Local authority / Government | 0 | 43 |
| Other public | 0 | 14 |

Comprises approximately 800–900 architects. The Estonian Union of Architects has 382 members (76.6% practicing).

Population in Estonia: 1.34 million, ratio of architects: 0.6/1000. 116 male and 266 female – 30% male and 70% female, according to the ratio of EUA, which might be distorted as many younger architects have not joined EUA.

Liability for building quality is 2 years. Liability for main contractor or architectural quality is difficult to define as the court precedents are few.

**1. Approval for EU directive listing**

The body responsible for deciding which qualifications will be proposed to the commission for listing in Annex 5.7.1 is the Estonian Ministry of Education and Research, which is also the Competent Authority. When required for the directive, the ministry consults with the other ministries as the activities of architecture and building are distributed between several (Ministry of Culture, Environment, Interior Affairs as well as Economic Affairs and Communications). The Ministry of Education and Research takes into consideration the results of accreditation process that is coordinated by Higher Education Quality Assessment Centre (Foundation SA Archimedes). The accreditation board is formed out of international members (so far it has happened in close contacts with EAAE). The board takes into consideration the requirements of PQD and local educational standards (*Arstiõppe, loomaarstiõppe, proviisoriõppe, hambaarstiõppe, ämmaemandaõppe, õeõppe, arhitektiõppe ja ehitusinseneriõppe raamnõuded Vabariigi Valitsuse 25. oktoobri 2004. a määrus nr 312* and *Kõrgharidusstandard*).

**2. Approval for meeting national educational standards**

In Estonia the accreditation processes for Approval for EU directive listing and approval for meeting the national educational standards is carried out by the Higher Education Quality Assessment Centre (Foundation SA Archimedes) set up by Ministry of Education and Research. The accreditation process is in English, as is the self-assessment report. The accreditation board and procedure is the same as for Approval for EU directive listing.

In addition to that process, there is also the institutional accreditation of the universities carried out by the Higher Education Quality Assessment Centre (Foundation SA Archimedes) and transfer accreditation for all the curricula grouped under educational sectorial groups. Architecture is currently under the theme: Technology and Production. This accreditation board is composed of professors from all the universities involved in that particular sectorial group of education.

Estonia accepts the accreditation organisations listed by the European Quality Assurance Register for Higher Education.
http://www.eqar.eu/index.php?id=31
http://www.eqar.eu/register/search.html
http://www.eqar.eu/application.html

**3. Approval for joining professional bodies**

There is only one professional body: Union of Estonian Architects. The acceptance to the union is decided by the executive board on the bases of portfolio, professional practice (at least 2 years) and endorsement by 3 members of the union. The applicant has to have education of architecture or architectural history preferably on university level. Exclusion can be made to others who are related to the field of architecture like merited professionals or engineers (These are exclusive cases).

**4. Approval for access to market**

The market of architectural services is regulated in Estonia by function. The register of providers of architectural services is kept by the Ministry of Economic Affairs and Communications – The Register of Economic Activities (REA). The company providing services in the field of architecture has to have a legal relationship with a person who: has received the qualification in the meaning of Qualifications Act (Certified architect V) or has a higher education in the field and has practiced in the field for 2 years.

Estonian Qualifications Authority (Foundation) manages the qualifications descriptions and qualification boards. The qualification board for architecture is organised by Union of Estonian Architects who does the preliminary check and then the application is forwarded to the Estonian Qualifications Authority.

**5. Problems and risks**

There is no on-going conflict between professional organisation and school of architecture.

Nevertheless, there is an on-going conflict between the Ministry of Economic Affairs and Communications with the professional organisation. There is the confusion about the notion of „*higher education*". This has allowed the entrance of graduates of Tallinn Technical College to the market of architectural services, when the union believes that they are not fully qualified for the job.

Currently, new legislation is being worked out for qualifications description in planning, architecture and landscape architecture – it will be more detailed in dividing the partial and full responsibility of architects work. Hopefully the conflict can be solved within new legislation of professional conduct.

Tallinn Technical University has started to educate architects under the title: *urban planning and design of buildings*. The educational programme was just recently launched, so it remains to be seen what happens.

The profession sees great confusion within the area of planning, both on the level of general and master plans. The Planning Act regulates the qualification very vaguely and the traditional expertise architects contribute to the planning process has been marginalised. Several Universities (Tallinn Technical University, Tartu University, University of

Life Sciences) prepare students under different professional nominations who claim to be competent in planning process. Majority of these curricula have very few or no architecture related disciplines.

The confusion in the Planning Act also surpasses to the level of institutional control of environment. The planning has been made a vehicle of political competition, it includes a powerful pressure from developers due to neoliberal economy and property laws and finally it includes the competition of rival professions. All this has brought forward drastic decline in quality of planning and henceforward the decline of quality in built environment. The chaos in institutional processes and scope of the market, coupled with the decline of market has made it impossible to regulate it, as legally there has been previously always a precedent to refer to.

**6. Expectations and future challenges for your country and the NAA**

The accreditation process in Estonia has been international. The problem with international board is the threat that the board is diverse and does not see the national or regional differences. Estonian Academy of Arts sees great value in creating the voluntary list of internationally respected academics and professionals who could be asked to be members of the accrediting boards or expert groups helping to develop the curricula in architectural education.

As there is only one university level architecture school in Estonia the cooperation within the NAA and the EAAE is extremely important. This is valuable both to compare with the similar schools in the region as well to learn from and cooperate with the other schools.

Two areas of studies: life-long learning and doctorial studies, are of special importance for the Estonian Academy of Arts. Both require a certain critical mass of expertise and people active in the domain. Cooperation in NAA doctorial school is the priority in the cooperation projects.

**7. Economic background**

The architectural programme is funded through the budget of the Estonian Academy of Arts, which is a public university. But it is also funded by the services Estonian Academy of Arts sells as a commercial school (about 25% of the full state funds). The budget of the architectural department also goes through internal redistribution of funds as decided by the Academic Board of the Estonian academy of Arts.

**Key figures for EKA (Estonian Academy of Arts, 2010):**

Number of students: 100

Total number of full-time equivalent teachers: 10 (this is divided among 65 part-time teachers)

**8. Accreditation, validation and quality assurance**

All the above named processes are referred to as *accreditation* or *evaluation*. There are several of them:

- Periodical (7 year) major accreditation of international board was

described in paragraphs 1 and 2. There the approval for EU listing and approval for meeting national educational standards are discussed.

• Transfer accreditation. This was launched by the Ministry of Education and Science to check if all the curricula have been rewritten to comply with the demand of learning outcomes. The transfer accreditation was sectorial – architecture belonged to the sector of Technology and Production. Architecture was discussed among all the building and construction professions. The board was composed of all the universities on the peer review bases.

• Science evaluation. The scientific work was checked by international board, which visited all the universities on sectorial bases.

• Doctorial studies accreditation. The level of doctorial studies was evaluated. The board was composed of all the universities on the peer review bases.

• The Academy itself has organised a review of faculties through evaluation of curricula by the employers of the domain. This is usually review by the Union of Estonian architects that ends with joint seminar.

## 9. Comments

***Quality of architecture***

The quality of architecture is considered to be a public amenity. The decision lies with the local government. Due to the large number of small local governments and due to their financial lack the architectural and planning quality could be much better. The larger and more capable local governments face different problems discussed in the paragraph 5.

***Problems with similar or related education***

See paragraph 5.

***Life-long learning and continuous professional development***

The core of life-long learning is managed by the Estonian Union of Architects, Architecture Centre and Faculty of Architecture. So far, the courses have been scarce and have not yet attracted great numbers of practicing architects. There are no formal necessities to go to life-long learning courses.

***Comments on the Bologna process***

The Bologna Process has been not been implemented in Estonian Academy of Arts. It is due to the fact that Estonia changed its educational system very fast after the Bologna agreement. Then all the architecture schools in Europe still followed the continuous study system. An exception was made in Estonia for doctors, dentists and veterinary doctors and architects. The Faculty of Architecture finds the situation with its curriculum easily compatible with other schools in the Bologna system and does not want to change the present situation.

A general comment on the mobility of the Bologna system: it seems to work fine, but there is a growing trend of applications for Master level studies, which exhibit low quality of design skills and cultural knowledge. The professors in the department of architecture are afraid that this might indicate a "Ba factory" type of studies without real intention to lead these students to a final Ma Diploma.

***Suggestions by country on PQD***

There are no major suggestions in updating the PQD.

# Finland


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 5,300,484 | 5,351,427 |
| GDP, millions euro | 184,649 | 176,132 |
| GDP per head | 34,836 | 32,913 |
| Construction output, millions euro | 32,229 | 32,298 |
| Construction output as a per cent of GDP | 17 | 18 |

## ARCHITECTURAL PROFESSION

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | 3,600 | 3,050 |
| Number of architects per 1000 population | 0,7 | 0,6 |
| Number of male architects | 1,800 | 1,705 |
| Number of female architects | 1,800 | 1,345 |
| Number of architects aged under 40 | 1,152 | 779 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

## ARCHITECTURAL MARKET

| | 2008 | 2010 |
|---|---|---|
| Total market size, millions euro | 42,580 | 117,456 |
| Average revenue per 2 person practice | 70,000 | 104,423 |
| Average revenue per 6–10 prs practice | 350,000 | 501,783 |

## PRIVATE PRACTICE

| | 2008 | 2010 |
|---|---|---|
| Number of practices | 355 | 363 |
| 1 architectural staff | 140 | 159 |
| 2–5 architectural staff | 100 | 133 |
| 6–30 architectural staff | 106 | 89 |
| More than 30 architectural staff | 9 | 3 |

## FIELD OF EMPLOYMENT

| | 2008 | 2010 |
|---|---|---|
| Economically active | 2,710 | 2,234 |
| *of whom* | | |
| Sole Principals | 324 | 334 |
| Partners / Directors | 337 | 311 |
| Private Practice Salaried | 836 | 645 |
| Private in-house | 40 | 22 |
| Freelance | 54 | 67 |
| Other Private | 216 | 67 |
| Local authority / Government | 674 | 578 |
| Other public | 229 | 222 |

Finland: 3600 architects (69% practicing), 5.3 m (0.7/1000), 50% female. Liability 10 years.

**1. Approval for EU directive listing**

There is a voluntary process for listing on the PQD, i.e. the university or qualification provider will decide whether to nominate the qualification for consideration for listing. The body responsible for deciding which qualifications will be proposed to the commission for listing in Annex 5.7.1 is the Finnish National Board of Education, which is also the CA.

**2. Approval for meeting national educational standards**

There is no system in Finland for approving that qualifications meet national educational standards, nor that they meet requirements of the professional bodies. The profession is not regulated, neither the title nor the function is so far legally considered as protected and membership of a professional body is not compulsory to practice.

**3. Approval for joining professional bodies**

The professional organisation is the Association of Finnish Architects (SAFA). All the members of the SAFA have an university level education. The SAFA has also special student members with reduced fee and rights. Full membership does not require any professional practice after diploma, though it has been discussed as one future possibilities. The life-long learning in Finland is nowadays based on different kind of supplementary education, mainly organized by the SAFA, and academic further education, mainly organized by the schools of architecture.

**4. Approval for access to market**

The political background in Finland in the field of architecture can be considered problematic: Neither the title nor the professional practice is considered regulated by the state. Still, the professional practice is in fact regulated through the national rules that the local authorities should supervise. These rules set the minimum educational and professional experience demands for different kind of design tasks. At the moment only the most demanding design tasks (such as public buildings and official regional planning) are considered those, that demand an university level architectural education with an experience of a professional practice. The situation is a result of a long process and a conflict between different actors in a building industry. The on-going underrating of architect's profession is lately argued especially by an attempt to make the markets even more free.

**5. Problems and risks**

Schools of architecture and the Finnish Association of Architect's, SAFA, have a good co-operation. Finland has three schools of architecture located in Oulu, Helsinki and Tampere. All of them are part of national universities, namely the University of Oulu, Aalto University

and Tampere University of Technology. All of the architecture schools offer a basic educational diploma programme in architecture, which, according to the Bologna process, is 3+2 years, and the profiles of different schools can so far be regarded quite similar, though with slightly different focuses. All of them also offer separate Master-programme(s), at least in the preparation stage. All of the schools have a history of strong public funding, which according to a very recent law considering the university education in Finland, should nowadays be more largely supplemented with private funding.

The Finnish version of the task *pääsuunnittelija* – **principal designer**/main architect of the whole project documentation – is the only task for architects, which is clearly supported by Finnish legislation at the moment – although the definition for the needed competence is not exactly stated. The background for it drives back to 1990's when architects "invented" the title. The idea was to emphasize the role of architect in design process. The situation today is problematic when comparing the education of architects and the competence needed for this post. Even inside the schools of architecture it has been said that the basic education is not sufficient. Still, the education of architects is – inside the profession – considered as the only one in Finland that (after a several years of practice) creates a proper base for the principal designer's task. The other related professions (such as engineers) see this differently. The FISE, which is a corporation owned by different unions (such as the SAFA), grants competences for principal designers in different categories. This has, though, not so far become a widely used criterion neither when selecting designers by clients nor when giving building permissions by the local authorities.

**6. Expectations and future challenges for your country and the NAA**

There is a desire to achieve larger harmonisation in the regulation of professional practice and a protected title of architects on an European scale. This should be done together with the member states of the NAA.

**7. Economic background**

The economic background is stable.

**8. Accreditation, validation and quality assurance**

Accreditation and validation are commonly used in Finland as international words, quality assurance translates clearly in Finnish.

**9. Comments**

***Quality of architecture***

The quality of architecture is ensured by different ways: The municipalities in Finland have a zoning authority supervised by several national bodies. Local authorities ensure especially the technical and

practical quality by examining the design already at the project phase and by controlling the building work. Some of the main issues in a project phase are such as the energy consumption, general accessibility, safety and fire regulations etc. In the biggest cities of Finland local authorities have also separate groups (with expert members), which are evaluating the quality of the cityscape in case of each project.

The artistic quality of projects is highly respected in architectural competitions, which also have a cumulating effect to the cityscape in general. The artistic values in architecture are also promoted different ways by several organisations and institutions such as Museum of Finnish Architecture MFA, the Finnish Association of Architects SAFA and the Arts Council of Architecture – just to name a few.

One important element in Finnish quality assurance is the Finnish Government's Architectural Policy Programme, which has been followed by Architectural Policy Programmes in different regional levels as well as in companies of building industry.

***Problems with similar or related education***

There are many problems with different actors of building industry. Every now and then there are for example attempts to start related forms of education, attempts make relatively free markets even more free and attempts to redefine the branch of architecture from outside the profession. These all are mainly related to short-sighted economical aspirations.

***Requirements for life-long-learning***

There are no official requirements of life-long-learning at the moment, but some professional qualification systems (such as the FISE) demand this. The supplementary education in the field is at the moment organised by the SAFA and some other associations, such as the Building Information Foundation (RTS). Increasing activity in this field can also be seen in the universities.

***Bologna system***

All three schools of architecture in Finland have transferred their programmes according to the Bologna system. There has been indicated some problems due to shortened period of studies: students have had difficulties with schedules and workload meanwhile teachers have been worried about the sufficient amount of education before the graduation. One possible future solution has been presented in form of expanded compulsory practical training (for example to two years). No formal decisions have so far been made.

***Expert list***

One possible solution in Finland could be the deans of each school (3 persons)?

***Insurances for architects and offices***

The normal procedure when starting a professional practice as an

architect in Finland is to get a free-market insurance, which covers the faults made in practice up to a considered amount. The Association of Architects' Offices (ATL) has for example organized a group insurance for all its members who are willing to join the group.

**Key figures of Finnish Architectural Schools**

***Aalto University of Arts, Design and Architecture, Department of Architecture***:

Students: 675
Staff members: 40

***Tampere University of Technology, Department of Architecture:***

Students: 420
Staff members: 35

***University of Oulu, Department of Architecture:***

Students: 300
Staff members: 20

Staff member numbers include only permanent staff members (public funding). Besides this each school uses part-time teachers (using mostly public funding), as well provides services for researchers (which are largely funded from different sources, sometimes combining public and private funding).

# Sweden


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 9,182,927 | 9,340,682 |
| GDP, millions euro | 334,227 | 339,215 |
| GDP per head | 30,397 | 30,310 |
| Construction output, millions euro | 38,237 | 38,269 |
| Construction output as a per cent of GDP | 11 | 11 |

## ARCHITECTURAL PROFESSION

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | 5,400 | 5,600 |
| Number of architects per 1000 population | 0,6 | 0,6 |
| Number of male architects | 2,646 | 2,835 |
| Number of female architects | 2,754 | 2,765 |
| Number of architects aged under 40 | 2,214 | 1,765 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

## ARCHITECTURAL MARKET

| | 2008 | 2010 |
|---|---|---|
| Total market size, millions euro | 145,073 | 356,300 |
| Average revenue per 2 person practice | 257,250 | 170,469 |
| Average revenue per 6–10 prs practice | 304,719 | 640,615 |

## PRIVATE PRACTICE

| | 2008 | 2010 |
|---|---|---|
| Number of practices | 631 | 1,067 |
| 1 architectural staff | 360 | 640 |
| 2–5 architectural staff | 148 | 287 |
| 6–30 architectural staff | 102 | 125 |
| More than 30 architectural staff | 21 | 9 |

## FIELD OF EMPLOYMENT

| | 2008 | 2010 |
|---|---|---|
| Economically active | 4,550 | 4,893 |
| *of whom* | | |
| Sole Principals | 356 | 438 |
| Partners / Directors | 456 | 691 |
| Private Practice Salaried | 1,627 | 2,040 |
| Private in-house | 51 | 197 |
| Freelance | 254 | 144 |
| Other Private | 267 | 119 |
| Local authority / Government | 1,118 | 995 |
| Other public | 419 | 382 |

Sweden**:** 5600 architects (90% practicing), 9.3 m (0.6/1000), 51% female.

**1. Approval for EU directive listing**

In Sweden there are four Schools of Architecture providing a Master Degree in Architecture (KTH, Chalmers, Lund and Umeå). These Schools and their programmes are approved by the HSV (Swedish National Agency for Higher Education) and listed by the EU.

**2. Approval for meeting national educational standards**

Each Master Programme in Architecture, approved by the HSV have to adapt to the eleven points in the EU Architectural Education Directive, and some additional national points defined by the HSV. The HSV is the important body of quality assurance and accreditation today, making regular evaluations of the quality of the education and the research (using international expert panels) in the four Schools of Architecture. The Schools themselves also organize voluntary external accreditation (ECTS-label or invited international expert panels).

**3. Approval for joining professional bodies**

To become a full professional member of the Swedish Association of Architects you need an approved Master Degree in Architecture and documented professional architectural training for a minimum of one year. In addition, you must apply for membership giving you the professional title SAR/MSA, to be used as a voluntary professional certification (and considered a very strong trade mark in Sweden).

**4. Approval for access to market**

There is no approval for getting access to the market in Sweden. The professional title is not protected by law, and there is no legal national certification of architects. Anyone could call oneself an architect. To get access to the market within the EU, you need a Master Degree in Architecture listed by EU – but there is no particular need for membership (and the voluntary professional title) in the Swedish Association of Architects.

**5. Problems and risks**

The Ministry of Higher Education and Research want to decrease the role of the Swedish National Agency for Higher Education, and instead increase the role of the single Universities, and to give evaluations made by recent and former students more importance. This could open up for too many undefined national and international bodies for accreditation and “listings” in the future. Specifically, with the large amount of people with only a Bachelor Degree in Architecture heading directly for the market.

There is a risk for increased amount of bureaucracy in relation to quality assurance and accreditation, consuming too much energy from the education.

The role (and the responsibilities) of the architects in Sweden is relatively weak and unclear today, and there is a risk for these conditions to become even worse in the future. There is too little of organized professional education (law, economics, project administration) for young architects and too little of organized life-long learning courses for practitioners. These conditions could weaken the possibilities to compete internationally.

There is a risk with too many regulations in relation to accreditation and professional certification – but there is also a risk with too few and unclear set of rules.

**6. Expectations and future challenges for your country and the NAA**

There is a strong demand for a common NAA accreditation label in order to strengthen the positions and trade-marks of the Nordic Schools of Architecture in relation to the international market.

The most important discussion in Sweden right now is dealing with the question of enhancing the trade mark of the voluntary professional title SAR/MSA. This should adapt to the proposals discussed in the ACE and the EAAE (suggesting that professional certification needs at least two years of professional training combined with specific professional courses in law, economics, project administration etc.). This matter is one of the most important issues for the NAA right now. How can we adapt to these intentions in a common way adapted to each national condition?

In Sweden, this could be made as a voluntary educational programme arranged by the Schools of Architecture (financed by the state) in cooperation with the Swedish Association of Architects. In addition, the Schools of Architecture in Sweden should provide relevant and well organized life-long learning courses (financed by the state). These efforts could hopefully strengthen the trade mark of the professional title SAR/MSA (a voluntary certification) and enhance the future role of architects in Sweden, providing tools and methods to act more powerful.

**7. Economic background**

The economic background is stable.

**8. Key figures for schools**

***Kungliga Tekniska Högskolan***

Number of financial year-students (within the standard time of study): 500

Total number of full-time equivalent teachers: 50 (excluding researcher and admin staff)

Total number of full-time equivalent staff: 80

***Umeå School of Architecture, Umeå University***

Number of financial year-students: 190

Total number of full-time equivalent teachers: 11

Total number of full-time equivalent staff: 25

## 9. Comments

***Life-long learning and continuous professional development***

The discussion between the schools and the Swedish Association of Architects is ongoing.

***Comments on Bologna process***

The Bologna process is fully implemented in Sweden.

***Suggestions by PQD***

It could be developed more accordingly to the present role of architect in Europe.

***Possible expert list by schools/country***

# Lithuania


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 3,366,357 | 3,329,039 |
| GDP, millions euro | 32,288 | 25,820 |
| GDP per head | 9,591 | 7,756 |
| Construction output, millions euro | 5,904 | 3,203 |
| Construction output as a per cent of GDP | 18 | 12 |

## ARCHITECTURAL PROFESSION

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | n/a | 1,500 |
| Number of architects per 1000 population | n/a | 0,5 |
| Number of male architects | n/a | 1,020 |
| Number of female architects | n/a | 480 |
| Number of architects aged under 40 | n/a | 540 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

## ARCHITECTURAL MARKET

| | 2008 | 2010 |
|---|---|---|
| Total market size, millions euro | n/a | 11,455 |
| Average revenue per 2 person practice | n/a | 29,148 |
| Average revenue per 6–10 prs practice | n/a | 82,324 |

## PRIVATE PRACTICE

| | 2008 | 2010 |
|---|---|---|
| Number of practices | n/a | 282 |
| 1 architectural staff | n/a | 103 |
| 2–5 architectural staff | n/a | 105 |
| 6–30 architectural staff | n/a | 79 |
| More than 30 architectural staff | n/a | 0 |

## FIELD OF EMPLOYMENT

| | 2008 | 2010 |
|---|---|---|
| Economically active | n/a | 1,219 |
| *of whom* | | |
| Sole Principals | n/a | 341 |
| Partners / Directors | n/a | 341 |
| Private Practice Salaried | n/a | 244 |
| Private in-house | n/a | 49 |
| Freelance | n/a | 146 |
| Other Private | n/a | 49 |
| Local authority / Government | n/a | 49 |
| Other public | n/a | 0 |

Lithuania: 2000 architects, 3.4 m (0.6/1000).

**1. Approval for EU directive listing**

In Lithuania at present SKVC (Quality Assessment Centre) is responsible for higher education accreditation in architecture. It operates under the directives of the European Union, the experts are invited from various European Union countries, self-assessment material produced in Lithuanian and English languages.

Lithuanian Chamber of Architects (LAS) is not directly involved in higher education quality assessment process, although the Union of Architects Council, consisting of vice-president is in charge of the affairs of schools of architecture in Lithuania. Building sector currently is in the competence of Ministry of Environment. Ministry of Culture in this process is absent.

**2. Approval for meeting national educational standards**

Lithuania as the other Baltic states has been forced by the EU to adopt national standards of architectural education, the basis for the preparation and adoption of national legislation.

**3. Approval for joining professional bodies**

The Lithuanian Union of Architects (LAS), each member may be higher education graduates of architecture, just a bachelor's degree requirements of seniority are enough.

**4. Approval for access to market**

To work for the domestic market for its own professional work in Lithuania it is necessary to obtain a professional qualification certificate granted by the Lithuanian Chamber of Architects (LAR), which is in the Commission together with representatives of the Ministry of Environment. The required minimum length of professional work experience is three years. Thereafter, the certificate needs to be extended after every five years. There is an individual qualification for master plans, detailed plans and building design. To work in the field of heritage – additional certificate must be granted by the heritage officials of the Lithuanian Chamber of Architects (LAR), in collaboration with the Ministry of Culture representatives. It is in the form of enterprise certification, which is connected to the professional who is personally registered and validated in that particular part of design work.

**5. Problems and risks**

Substantive discussions are held in Lithuania on the prepared large number of architects, certification, and the abundance of opportunities for small businesses with only certified architects compete to design large organizations with projects in all parts of the scope of certification. During the certification system large firms try to push the small companies out of the market. Prepared specialists in a small amount of oversupply in the market creates a situation, when design work goes down in the price and quality.

**6. Expectations and future challenges for your country and the NAA**

NAA agents can coexist with other European experts participate in national higher education accreditation system. Very important is the mutual exchange of professors and students between different universities, a common information database, and so on. We also support general training requirements to ensure similar high professional skills that are common to the entire NAA region.

**7. Economic background**

The economic background is stable.

**8. Key figures for schools**

***1. Vilnius Gediminas Technical University (VGTU) AF***

| Study year | Amount of students | State granted places |
|---|---|---|
| BA I | 115 | 85 |
| BA II | 96 | 79 |
| BA III | 84 | 70 |
| BA IV | 102 | 88 |
| MA I | 31 (architecture) | 31 |
| | 12 (history and theory) | 12 |
| MAII | 33 (architecture) | 33 |
| | 6 (history and theory) | 6 |

Total amount of teachers: 61 (40 granted posts)

***2. Kaunas technical university (KTU) AF***

| Study year | Amount of students | State granted places |
|---|---|---|
| BAI | 41 | 18 |
| BAII | 50 | 6 |
| BAIII | 62 | 25 |
| BAIV | 54 | 31 |
| MAI | 9 | 9 |
| MAII | 11 | 10 |

Full day posts for teachers staff: 12
Total amount of teachers staff: 26

***3. Vilnius Art Academy (VDA) AF***

| Study year | Amount of students | State granted places |
|---|---|---|
| BAI | 34 | 20 |
| BAII | 37 | 8 |
| BAIII | 44 | 26 |
| BAIV | 48 | 25 |
| MAI | 13 | 13 |
| MAII | 15 | 15 |

Full day posts for teachers staff: 18
Total amount of teachers and staff: 23+(3 foreign guest teachers for workshops)

### *4. Kaunas Art Academy (KDA) AF*

| Study year | Amount of students | State granted places |
|---|---|---|
| BAI | 20 | 6 |
| BAII | 22 | 3 |
| BAIII | 23 | 7 |
| BAIV | 20 | 8 |
| MAI | 0 | 0 |
| MAII | 0 | 0 |

Full day posts for teachers staff: 7
Total amount of teachers staff: 10

# Iceland


## SOCIAL & ECONOMIC

| | |
|---|---|
| Area | 103,001 km$^2$ |
| Population | 320,060 (2012) |
| Population density | 3,1/km$^2$ |
| Total GDP (PPP) | $ 12,409 billion (2011) |
| GDP per capita | $ 38,060 |
| Nominal GDP | $ 14,048 billion (2011) |
| Nominal GDP per capita | $ 43,088 |

Iceland: 300 architects (35% female 65% male), population 0.33m (0,86/1000), figures from 2011.

**1. Approval for EU directive listing**

As Iceland does not belong to the EU there is no link to the directive.

**2. Approval for meeting national educational standards**

Presently it is the Ministry of Education and Culture that formally approves that qualifications meet national educational standards. The process is carried out by the Ministry of Education and Culture that appoints an accreditation committee. This is based on national legislation.

**3. Approval for joining professional bodies**

The title "architect" is protected according to Icelandic law, and has been so since 1937. The most recent law on the issue is from 1996 (law nr. 8/1996, 11th of March) and it states that no person can use the title "architect" unless he or she can prove that he or she has received a professional degree in accordance with the definition of the Association of Icelandic Architects (AIA).

**4. Approval for access to market**

The body responsible for deciding which qualifications will be proposed to the commission for listing in Annex 5.7.1 is the Ministry of Industry. The ministry consults with the professional organization (AIA). There is no formal process. All persons wanting to use the title "architect" must apply to the Ministry of Industry to do so. The ministry only issues the title "architect" following consultation with the professional organization (AIA). Membership with the professional organization is not compulsory.

In order to practice independently one must have passed an exam organized by the Iceland Construction Authority (under the supervision of the Ministry of the Environment. Only fully graduated professionals may apply for and take the exam. Only those that have passed the exam may practice independently, and only those holding the title architect and have passed the exam may independently practice architecture as "architects". Other professions (engineers, constructing architects, constructing engineers) can practice independently but cannot use the title "architect". Only those that have passed the exam can access the market.

General layout of the system:

***Accreditation:*** according to Icelandic law each academic field must be accredited by the Ministry of Education and Culture. The accreditation looks into the entire academic field, not specifically individual programmes. The Iceland Academy of the Arts did undergo an accreditation process in the academic field of the Arts in 2007 with a

follow-up accreditation in 2010. In both cases the accreditation process was conducted by a foreign expert committee (from the USA, Scotland, Denmark and England). The Icelandic research council was responsible for the organization of the procedures.

***Validation*** of individual programmes within the each academic field is carried out according to Icelandic law. The law states that the validation process is organized and timed by the Ministry of Education and Culture. The formal process is in accordance with the quality assurance process (see below). The validation for the architectural programme (BA degree) has not been timed for spring 2013.

***Quality assurance*** is twofold: internal and external and is conducted according to Icelandic law and regulations and according to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) from 2005 (adopted following a ministerial meeting in Bergen in May 2005) and according to the Framework for Qualifications of the European Higher Education Area (FQEHEA).

***Internal quality assurance*** is directed and conducted by the school institution itself. This imposes on the school to ensure cooperation with a sister institution in another country in order to ensure clear references with similar programmes in other institutions.

***External quality assurance*** directed by the Ministry of Education and Culture (ME&C) and executed by an expert committee appointed by the ministry. Presently the committee is composed of six foreign experts. The committee has a consulting committee composed of the rectors of all universities in Iceland (7 altogether), two representatives of the student bodies, one member from the Icelandic research council and an appointed chair person (presently a professor of geology from the University of Iceland). It is viewed that in the future that the quality assurance committee will be composed of Icelandic exerts.

**5. Problems and risks**

The so called “construction exam” is necessary for all professionals that need to submit drawings to local authorities. This exam has been prepared and conducted by the Iceland Construction Authority (under supervision of the Ministry of Environment) according to law. The emphasis in this exam has been on legal and regulatory issues related to building documents, and towards technical issues related to buildings. Very little deals with aesthetics or design issues. The exam does very little to tie the various specializations into dialogues on the interdisciplinary responsibilities nor on the learning process for understanding the limits of expert knowledge. New building laws took effect in January 2012 but regulations according to the laws have not yet been issued.

**6. Expectations and future challenges for your country and the NAA**

All accreditation processes in Iceland have been international. Accreditation carried out by international boards are crucial for credibility of an academic programme that is run in a small country (320.000 inhabitants), but they can lead to the threat that the board is diverse and does not see the national or regional differences. Iceland Academy of Arts sees great value in creating the voluntary list of internationally respected academics and professionals who can be asked to be members of the accrediting boards or expert groups helping to develop the architectural programme of a small Academy.

The IAA is the only school at university level in the fields of the arts in Iceland. Cooperating with other institutions in the same field is crucial and the cooperation within NAA and EAAE is extremely important. This is valuable both to compare with the similar schools in the region as well to learn from and cooperate with the other schools.

It is of vital importance for the architectural and the cultural development in Iceland that research in the fields of the arts at an academic level is established. Therefore the launching of an MA programme in architecture at the IAA is fundamental and crucial. Not only will it open up untouched areas of research but it will also lead to a deepened understanding of the cultural scenario in a country at the north-western edge of Europe. This will of course require a certain critical mass of expertise and people active in the domain. Cooperation with the institutions in the NAA is hugely important for this to happen.

**7. Economic background**

The architectural programme is funded through the budget of Iceland Academy of Arts which is a private (self-owned) institution. But it is also funded by the services the IAA sells as a commercial school (about 15% of the full state funds). The budget of the dept. of design and architecture also goes through internal redistribution of funds decided by the Academic Board of the IAA.

**8. Key figures for IAA (2011)**

Number of students 46 (only BA programme)
Total number of full-time equivalent teachers: 5
(this is divided among 30 part-time teachers)

**9. Comments**

***Quality of architecture***

As in most countries architects submit architectural documents to building committees within local authorities. The building committees´ main role is to ensure that submitted material is in accordance with approved regional planning documents and that the material is according to national law, regulation and building standards. If submitted documents are approved the next step (compulsory according to law) is to submit construction drawings that need approval of specialists

(architects, construction technicians and engineers) employed by local authorities, or hired on private contract. Building committees are politically appointed for 4 years at a time (one political term). It is very seldom that professional architects are on building committees. All larger local authorities do employ architects to act as public servants and specialists for their building committees, so in that sense the building committees do operate by consultation. There is no formal process or guideline that direct or dictate in what manner architectural quality is ensured.

In the spring of 2007 the government of Iceland approved a formal architectural policy for all public construction. One chapter deals specifically with the issue of quality. However it is important to note that the architectural policy is not a legal document, but an important guideline towards good practice. It is hoped that the policy becomes a role model for the local authorities and for the private building industry.

***Architectural competitions***

Until recently all public architectural competitions were executed in accordance to the guidelines of the Association of Icelandic Architects. This framework has been in practice for decades and has ensured that a minimum number of architect have been appointed on the jury in order to ensure professionalism and architectural quality. However most recently the Ministry of Finance has requested that competitions should be organized by the State Trading Centre. This has led to distrust within the architectural profession, fearing that competitions will in the future be too much judged on the basis of cost, not architectural quality.

***Problems with similar or related education***

As mentioned earlier a so called "construction exam" conducted by the Ministry of the Environment is set up for professionals that want to submit construction drawings to local authorities. This has left open the possibility for professions like structural engineers, and in particular constructing architects to submit architectural drawings, including basic architectural design material. Most Constructing architects have a 210 ECTS unit degree from Danish schools (mainly Danish University Colleges) and receive a degree called Bachelor of Architectural Technology and Construction Management. Even though they do not use the title "architect" they do design a large percentage of housing in Iceland. Similarly landscape architects have increased their share in conducting regional plans, even in dense urban areas.

***Life-long learning and continuous professional development***

*The right of the employee:* According to the present wage agreement between the architectural practices and the employees every employee has the right to spend up to 6 working days on full pay per year for some sort of lifelong learning education. It is however not stated in the agreement who is to ask for the participation in such programmes,

nor what sort of programmes are eligible for the employees right. This debate has never been taken within the professional body in Iceland. This of course gives a certain degree of freedom for the employees and the offices, which can be looked at as a positive thing if the employee´s right is exercised.

This is the only formal approach that exists to the requirements of lifelong learning for architects in Iceland.

*The Continuing Education programme of the University of Iceland:* The Association of Icelandic Architects (AIA) has been an active participant in the organization of the Continuing Education programme of the University of Iceland since its establishment in1983.The institute has been the biggest provider of CE (continuing education) in Iceland and has offered courses and certificate programmes at academic level in all fields but very limited number of courses specifically for architects. Around 400 short courses and study programmes are held yearly. There is a variety of daytime, evening, and weekend courses and subjects range from vocational refresher and update courses, personal development to general interest courses in languages, literature, philosophy, the Icelandic sagas, geography and history among others. The organising body responsible for the planning of activities is based on active participation of organisations outside the University. These include:

- The Confederation of University Graduates
- The Association of Chartered Engineers
- The Society of Engineers
- The Teachers' Association
- The Architects Association
- The Association of Icelandic Economists.

In addition there has been close cooperation with a variety of employers' federations, enterprises and research and cultural institutions. Thus the institute works actively in bringing together the academic and the professional fields with the aim of improving the educational level for adults. The CE-institute is self-financed. Participants pay tuition fees in accordance to the length and the cost of the course. A number of experienced project-leaders and administrators organize courses and supply teachers and participants with service. The institute has in recent years placed increased emphasis on offering longer courses and programmes ranging from 1–3 semesters. Certificate programmes include: Business and administration, Family Therapy, Childcare, Health Economics and Management in Health Care, Management of Human Resources, Social Networking, Management and Administration of Official Institutions and Marketing and Export-management.

The courses specifically oriented at architects have mainly been connected to practical issues, i.e. use of different kind of software, technical and practical courses on acoustics and noise control, project management, fire codes and design solutions related to fire prevention, electrical specification etc. A few general interest courses in languages, literature, philosophy, geography and history related to the field of architecture have been available but not on a programme level.

*Iceland Academy of the Arts Open lectures:* The Iceland Academy of the Arts does run open lectures, two series every winter, an average of 25 lectures per each academic year. The lectures are a joint venture between the departments of visual arts and the department of design and architecture. The content most of the time is related to the work of the speaker each time. The speakers vary a lot, and cover an extremely wide field of interest. They are well attended and since they are at lunchtime they are focused on attracting practicing people to attend.

There is no other formal lifelong learning programme at the Iceland Academy of Arts.

The above institutions have decided on trying to co-operate on starting a strong and formal lifelong learning programme for Icelandic professionals in the field of architecture and are of course open for co-operation with other institutions within the NordArk family.

***Comments on Bologna process***

The Iceland Academy of the Arts is the only institute in Iceland that has the accreditation in the field of the Arts at University level. The IAA was founded in 1998 and has from the beginning structured all its programmes according to the Bologna process. Presently the architectural programme is a 3 year (180 ECTS) non-professional programme. The school has already for some years prepared an MA programme (120ECTS) but has not managed to get funding to do so.

Expert list and CVs of approximately 3–5 people.

# Latvia


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 2,270,894 | 2,248,374 |
| GDP, millions euro | 23,037 | 16,693 |
| GDP per head | 10,145 | 7,425 |
| Construction output, millions euro | 7,241 | 3,737 |
| Construction output as a per cent of GDP | 31 | 22 |

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | n/a | 900 |
| Number of architects per 1000 population | n/a | 0,4 |
| Number of male architects | n/a | 225 |
| Number of female architects | n/a | 675 |
| Number of architects aged under 40 | n/a | 225 |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

Latvia: 950 architects (89% practicing), 2.2 m (0.3/1000), 49% female/ 51% male. Architects liability is defined through regulation of Architect's Practice by the Construction Law.

**1. Approval for EU directive listing**

The body responsible for deciding which qualifications will be proposed to the EU commission for listing in Annex 5.7.1 is the Latvia Ministry of Education and Research, which is also the Competent Authority. When required for the directive, the ministry consults with the other responsible bodies – educational and professional (Riga Technical University, the Latvian Association of Architects, the Association of Landscape Architects of Latvia, etc.).

**2. Approval for meeting national educational standards**

Latvia has a separate accreditation process for approving that qualifications meet national educational standards. There are different procedures for the first time accreditation and the repeated accreditation. Process is carried out by the Higher Education Quality Assessment Centre (institution that is founded by official and non-official public bodies – Ministry of Education and Research, Council of Rectors, several universities and high schools). The first time accreditation board is international and its main purpose is to check if the curriculum and learning outcomes meet the standards of PQD and national standard of higher education. Repeated accreditation is based on evaluation of study results (changes in the curriculum, learning outcomes, questionnaires of the graduates and employees, self-assessment reports).

**3. Approval for joining professional bodies**

There is only one professional body of architects – the Latvian Association of Architects. The acceptance to the Association is decided by the Council of the Association on the bases of portfolio, professional practice and endorsement by at least 2 members. The applicant has to have higher education of architecture – Diploma of Architect or equivalent education. Exclusion can be made to others who are related to the field of architecture.

**4. Approval for access to market**

The architectural practice is regulated in Latvia. The National authority of certification of architects is the Certification Centre founded by the Latvian Association of Architects. Certification Centre evaluates applications of candidates and issues Certificates of Architect's Practice. The major criteria are: diploma of higher education in architecture (Directive 2005/36-EC), at least three years of supervised practical work, professional experience (portfolio), professional achievements (competitions, etc.) and positive assessment of the experience valued by expert. The certificated architects are registered at the Ministry of Economic Affairs of Latvia.

**5. Problems and risks**

There is no on-going conflict between professional organisation and school of architecture.

Currently the new Building Law is under preparation and the existing draft versions of it show great risk that it will reduce the width of responsibilities of architects.

Profession sees also confusion within the area of planning while the Planning Act regulates the qualification very vaguely and the traditional architects' participation in the planning process has been marginalised.

**6. Expectations and future challenges for your country and the NAA**

Faculty of Architecture and Urban Planning certainly supports the development of local school of architecture in the Nordic context. Mutual coordination of the major guidelines of study and research process would allow developing better mobility contacts not only for students but also for professorship as well as open and inter-university study programmes and modules.

**7. Economic background**

The economic background is stable.

**8. Key figures for schools**

Number of financial year-students (within the standardised time of study): 270

Total number of full-time equivalent teachers: 18

**9. Accreditation, validation and quality assurance**

*Accreditation* in Latvia has two meanings:

1) evaluation of Universities in order to receive State recognition and give the rights to issue State diplomas;

2) evaluation of the study programmes for the same reasons. The latter one includes evaluation of the correspondence between educational programmes and requirements of national legislation. The newest trend (proposed by Ministry of Education and Research) is to accredited not each separate programme (as it was up to now) but "study directions" where Architecture is twinned with Construction.

## 9. Comments

***Quality of architecture***

Competition is obligation if development affects publicly or historically significant locations or public money is involved. Professional body sends its experts to work in the juries. In other cases local governments and responsible institutions may organize their own procedures of regulations. Thus, for example, any developments in Riga Historic Centre (UNESCO World Heritage Site) have to be additionally supported by the Council for Preservation of Riga Historic Centre – body of experts and consultants from various fields (architects, archaeologists, historians, etc.).

***Problems with similar or related education***

None at present.

***Case studies of professional examination outside of the school***

Evaluation of architects and giving rights for independent practice (Access to the Profession) is the duty of Certification Centre founded by the Professional Body. Certification Centre has its own procedures of evaluation of architects. Performance of Certification Centre is supervised by the Council of Certification Centre who is responsible also for resolving conflict situations.

***Requirements for life-long-learning***

Periodical (5 year) re-certification (Access to the Profession) includes obligation for continuous professional development.

***Bologna system***

Requirements of the EU Directive are split between two basic educational programmes – BA level and subsequent Professional level programme. Only together they meet all the requirements. Ministry of Education and Research has applied to the EC Commission for notification of the two programmes in the Directive 2005/36-EC.

# Norway


SOCIAL & ECONOMIC

| | 2008 | 2010 |
|---|---|---|
| Population | 4,737,171 | 4,858,199 |
| GDP, millions euro | 341,322 | 336,430 |
| GDP per head | 72,052 | 69,250 |
| Construction output, millions euro | 41,027 | 36,849 |
| Construction output as a per cent of GDP | 12 | 11 |

| | 2008 | 2010 |
|---|---|---|
| Number of architects* | n/a | 5,200 |
| Number of architects per 1000 population | n/a | 1,3 |
| Number of male architects | n/a | 3,200 |
| Number of female architects | n/a | 2,000 |
| Number of architects aged under 40 | n/a | n/a |

* Estimate. The 2010 figure may be based on different sources or the estimation methodology refined so this accounts for some or all of the difference between the 2008 and 2010 figures.

Norway: 5200 architects 4.85 m (1.3/1000)

**1. Approval for EU listing**

The Norwegian master degrees in architecture are not directly listed by EU, but are listed separately in annex 7 to the EEA agreement. The Norwegian Ministry of Education and Research is the competent authority proposing these degrees for listing. The EFTA Surveillance Authority ensures that the participating EFTA States Iceland, Liechtenstein and Norway, respect their obligations under the EEA Agreement: in this case the Professional Qualifications Directive.

**2. Approval for meeting national educational standards**

Norway has a separate accreditation process for securing that qualifications meet national educational standards. The accreditation is given to institutions that has implemented the required and sufficient systems of quality control. As long as such systems are in place at the proper (university) level, the universities are given autonomous responsibility for all decisions concerning the content and structure of the degrees given.

**3. Approval for joining professional bodies**

To become a full member of the National Association of Norwegian Architects you need an approved Master Degree in Architecture from any of the three Norwegian Schools of Architecture or you need to meet the criteria for joining the professional body of your home country/recognized schools abroad (UIA). Applicants without sufficient formal education can be admitted based on an evaluation of the quality of their actual architectonic production.

**5. Approval for access to market**

There is no approval for getting access to the market for architects in Norway ie.: there is no legal national certification of architects as individuals. The national approval scheme concerns companies, not individuals, ensuring that approved companies comply with the require-

ments laid down in the Norwegian Planning and Building Act (PBA).

Depending on the qualifications the companies possess and can document, they may be approved for a maximum of 30 domains (subdivided in 5 functions, 2 categories and 3 classes). The approval to sign documents according to the 5 functions (an accountable …..) is given to companies and not to private persons.

With a Master degree in Architecture one can establish a company with sufficient qualifications to get approval at the lowest class.

**5. Problems and risks**

There is no conflict between the state, the professional organizations and schools of architecture.

## 1.3. Analysis and summary

The results of mapping have been condensed into a table as much as an analytical text allowed. It gives an account of similarities and differences and will serve as basis for monitoring further developments (see next page).

| | Denmark | Estonia | Finland | Iceland |
|---|---|---|---|---|
| **Architects** | 8400 | 850 | 3600 | 300 |
| **Ratio/1000** | 1.3 | 0.6 | 0.7 | 0.9 |
| **Schools EU** | 2 | 1 | 3 | 1 |
| **Number of students (approx)** | 1007+740<br>1747 total | 100 total | 675+420+300<br>1395 total | 47 (only BA)<br>47 total |
| **Ministry coordinating education** | Ministry of Culture | Ministry of Education and Research | Ministry of Education and Culture | Ministry of Education and Culture |
| **Competent authority** | Danish Agency for International Education | Ministry of Education and Research | Finnish National Board of Education | Ministry of Education and Culture |
| **EU listing** | Yes, Danish Agency for International Education / Admission and Qualification Council, Danish Architects' Association | Yes<br>Ministry of Education and Research | Voluntary<br>Finnish National Board of Education | n/a |
| **National educational standards** | Yes<br>Ministry of Science, Technology and Innovation | Yes<br>Higher Education Quality Assessment Centre | No | Yes<br>Ministry of Education and Culture |
| **Joining professional bodies** | Yes<br>Danish Architects' Association | Yes<br>Union of Estonian Architects | Yes<br>Association of Finnish Architects | Yes<br>Association of Icelandic Architects |
| **Access to market** | No | Yes by function<br>Estonian Qualifications Auhority through Union of Estonian Architects | No | Yes<br>Ministry of Industry consulting Assoc. of Icelandic Architects |
| **Educational title** | Cand. arch., protected | Master of Science in Architecture | | BA in Architecture (at IAA) |
| **Professional title (architect)** | No | No | No | Architect, protected |
| **Prof. org. title** | Architect, MAA, protected | No | Architect, SAFA, not protected | Architect FAI, protected |
| **Problems in similar education or in professional practice** | Blurring within the engineering education in architecture and design | Blurring within the architecture education in engineering and design<br>Blurring within the planning and urban design within geography, landscape and different planning professions | Blurring in case of the task *pääsuunnittelija* (principal designer / main architect). Attempts to redefine the branch of architecture from outside the profession | Blurring with construction architects' profession and landscape |
| **LLL and CPD** | AA in cooperation with schools, voluntary | UEA separately and in cooperation with school voluntary | SAFA with Building Information Foundation and schools, voluntary | Association of Icelandic Architects, UI, IAA, voluntary but granted by law |
| **PQD 11 points** | Should be revised | No need to revise | Has not been discussed | n/a |
| **Language of self-assessment report** | Danish | English | n/a | English |
| **Language of accreditation** | Danish | English | n/a | English |
| **Time limit of accreditation** | | 7 years | | 7 years |
| **Other QA or accreditation processes** | | Several | n/a | |
| **Professional experience before access to market** | Under discussion | Yes, 2 yrs checked by Estonian Qualifications Auhority through Union of Estonian Architects | n/a | Yes, 3 yrs plus exam, checked by Ministry of Environment through Association of Icelandic Architects |

| Latvia | Lithuania | Norway | Sweden |
|---|---|---|---|
| 900 | 2000 | 5200 | 5600 |
| 0.4 | 0.6 | 1.3 | 0.6 |
| 1 | 4 | 3 | 4 |
| 270 total | 479+227+191+85<br>982 total | 145+360+400<br>905 total | 547+570+179+360<br>1656 total |
| Ministry of Education and Research | Ministry of Education and Research | Ministry of Education and Research | Swedish National Agency for Higher Education |
| Ministry of Education and Research | | EFTA Surveillance Authority | Swedish National Agency for Higher Education |
| Yes<br>Ministry of Education and Research | Yes<br>Quality Assessment Centre | Yes<br>EFTA Surveillance Authority | Yes<br>Swedish National Agency for Higher Education |
| Yes<br>Higher Education Quality Assessment Centre | Yes<br>Quality Assessment Centre | Yes<br>Ministry of Education and Research | Yes<br>Swedish National Agency for Higher Education |
| Yes<br>Latvian Association of Architects | Yes<br>Lithuanion Union of Architects | Yes<br>National Association of Norwegian Architects | Yes<br>Swedish Association of Architects |
| Yes<br>Certification Centre by Latvian Association of Architects | Yes by function<br>Ministry of Environment and Lithuanian Chamber of Architects | Yes by function according to Norwegian Planning and Building Act | No |
| Architect (Dipl. Arch.) | Bachelor of Architecture<br>Master of Architecture | | Master Degree in Architecture |
| Architect (Certified architect), registered | | | No |
| Architect, not protected | | | SAR / MSA registered trademark |
| Blurring within the planning and urban design | Overproduction of architects. Unfair competiton berween big and small firms | | Weak position of architect, diminishing role of Swedish National Agency for Higher Education and advancing bureaucracy |
| Latvian Association of Architects in cooperation with professional bodies and school, voluntary | | | |
| Has not been discussed | | | |
| Latvian and English | Lithuanian and English | | |
| Latvian | English | | |
| 6 years | | | |
| | | | |
| Yes<br>3 years | Yes<br>3 years | | |

# Part 2

## Parallel context in European level (Directive sub-group, ENACA, EAAE, ACE, EFAP and UNESCO-UIA)

## 2.1. Institutional and political observations

The observations are a subjective insight. Therefore they must not be considered as critical investigation but rather as the introduction to the political landscape where architectural education and architectural quality is being discussed and formulated. This section has been added to give some background to the report[1].

1. It can be observed that there is a clear difference between the Directive 85/384/EEC and the Directive 2005/36/EC working mechanisms. It concerns mostly the involvement of academics and professionals. The first directive working group consisted of 3 members from each country. Represented were accordingly the following stakeholders:

- governmental level through different organisations (mostly ministries)
- schools and academics
- professional organisations and practitioners.

Currently all of the Directive 2005/36/EC coordinator's group and majority of its sub-group members are governmental officials. They clearly impose political will of the countries. The active involvement of professionals has diminished considerably. The evaluating notifications by member states should be done on the web. It also requires a quite fast and laborious effort to check all of these notifications. In the near future about 150 schools with even more curricula will be notified. Only large countries with a sufficiently large workforce can afford to do that. There has been a rather small number of objections so far from the Nordic-Baltic countries.

2. In recent years EAAE and ACE were consolidated as EAAE had better representation in the previous directive working group and as ACE had more resources and better lobby representation in the European Commission. The goal of both organisations is the same – being involved in political processes in order to achieve better architectural education and better architectural creation. With the coming of a new Directive (PQD) both of these organisations to some extent have lost their influence in implementing their goals. Both organisations are not able to participate in the selection of the notified curricula.

3. The new directive has established transparent contact points (selected ministry or governmental organisation) and Competent Authority (dedicated organisation in the established state system, usually

**1** The observations are by made Jüri Soolep who has been a member of the coordinators subgroup on Training and Education in the Field of Architecture, the European Commission and also participated in the different meetings of the EAAE, ACE, EFAP and ENACA.

ministry) in each country to formalise one of the Directive (PQD) main goals – free movement of architects within member countries. These organisations share information of accepted qualifications, different registrations and listings. Informal organisation has been founded - a network of Competent Authorities for the Architectural profession – the ENACA. It is supposed to be a network that does not make policies but in reality it is quite probable that the real power of many decisions lies with informal networks of governmental organisations. ACE that has been relatively good at lobbing will be downgraded by that organisation or has to get involved with it. ENACA does involve very few professionals or academics. It would be useful for the NAA to maintain its presence in the ENACA meetings through its member schools or representatives of leadership if that is possible.

4. The fifth player in the field is the European Forum for Architectural Policies (the EFAP). ACE has previously worked in quite close contact with the EFAP. The EFAP aims to:

- Promote the importance of architecture and spatial planning for the quality of life.
- Support initiatives, policies and legislation to create conditions for a better and sustainable quality of architecture, for cities and landscapes, for current and future generations.
- Identify innovative approaches in architecture and urban planning that reflect on changing living and working conditions such as mobility, demography, social cohesion and civic involvement.
- Disseminate knowledge and best practice through experts meetings, public events and publications.
- Convince policy-makers in Europe and the member states to have architecture play an experimental, integrating and innovative role in sustainable development, in private procurement and public commissions.
- Promote making allowance for architecture in all relevant European policies, especially research, social cohesion, sustainable development, culture and education.
- Provide assistance and expertise to countries that are developing architectural policies.

The EFAP brings together:

- representatives of authorities (for example ministries or public services),
- cultural institutions (architecture museums, research institutes and comparable establishments) or
- professional organisations of architects in the widest sense of the word.

So far, the EFAP has been organised as an institution and network based on the assumption that only states can be members of the forum. That has allowed the organisation to form close relationshops with rep-

resentatives of governmental organisations and cultural foundations. Depending on the member states, the EFAP has made use of the rotating presidency of the EU. Architectural policy and environmental issues are sexy themes also for politicians and thus the EFAP has been successful promoting itself and architecture.

So far the EFAP has played a minor direct role in architectural education, but its influence, especially in smaller countries where the architectural community is closely connected, is relatively big in the cultural sphere. The EFAP has served as a wide framework and promotional engine indirectly for architectural culture and among that also for the architectural schools.

Close contacts with EFAP officials and networks in the Nordic-Baltic countries could promote the access of the NAA to public forums to promote architectural education and get feedback for completed work.

## 2.2. The conclusions of the ACE working group for accreditation and validation

The ACE Working group was set up to establish which are the processes by which member countries decide whether a qualification should be notified to the listing in Annex 5.7.1 of Directive 2005/36/EC. The ACE WG AV was mandated to examine the range of accreditation/validation systems that are in place in the different Member States, so that the ACE would have a clear understanding of the different types of accreditation/validation systems that are in use across the EU and how they are being used in Member States[2].

The questionnaire was drafted and piloted by the working group and then issued to Member Organisations in February 2009 (Questionnaire 1). Eighteen responses were received by July 2009. The second draft was also discussed at the General Coordination meeting in Brussels on 25th September 2009, where comments were made, particularly on the working group's recommendations. It was agreed a more general policy would be drafted for consideration at the next General Assembly. After the Assembly the second questionnaire was sent out. The third draft has not yet been circulated to the ACE WG AV.

### Recommendations by ACE working group

The first questionnaire confirmed what the working group had originally expected:

1. That there is a wide range of differing models currently in operation by which countries establish which qualifications will be proposed to the commission for listing in Annex 5.7.1 of the PQD. The working group considered that this is an issue of concern.

2. This development is likely to result in a lack of confidence by the

**2** The issues to be addressed were summarised in the Terms of Reference as follows:
- What are the definitions of the terms accreditation, validation and quality assurance (as applied to education systems) and the differences between these processes?
- What are the purposes and objectives of the accreditation/validation process?
- Which organisations are involved in accreditation/validation of architectural qualifications in each Member State?
- What procedures are used for accreditation/validation (for example documents and information examined, inspection of institutions, frequency of accreditation/validation approvals)?
- What are the possible outcomes of the accreditation/validation process and where are they published?
- Is the process transparent and accountable to the public and the profession?
- Are the processes similar or different between different Member States and in what ways?

commission, in particular the Expert Group, that sufficiently rigorous systems are in place for them to place reliance on the lists of qualifications put forward.

3. This may result in unnecessarily close scrutiny of the qualifications themselves.

4. Of even more concern was that several countries have no system for checking that the qualifications reach a sufficient standard, and in particular there is no clearly identifiable point where they are formally checked against the requirements of the PQD.

**The ACE WG AV proposed that all countries have a system in place to decide whether a qualification should be notified to the Commission the European Commission for listing in Annex 5.7.1 of the directive.**

It put forward the following model in the form of a list of the basic requirements of a reliable system, which it would recommend that all countries adopt:

- The decision is made by independent body or panel.
- The decision should be taken at a national level with derogation to regions in appropriate cases.
- The body or panel should include those knowledgeable about architecture and architectural education.
- There is full consultation with the school/universities, the professional bodies, the competent authority and other interested parties.
- The system should involve detailed examination of course documents (learning outcomes), and internal and external auditing reports (visits to the school are desirable if resources permit).
- The documentary submission should be assessed against the PQD, (i.e. that the qualification fully meets all requirements), and it should be clear when and how this was assessed.
- The system should be open, transparent, and clear, with the possibility of complaint or review.
- The system procedures should be published, along with appropriate guidance to institutions wishing to have their qualifications listed.
- Additional access to market requirements should be approved by the same or similar process, and be listed in Annex 5.7.1.

These recommendations have been discussed by the working group for Accreditation and Quality Assurance (WAQA), set up by the Nordic Academy of Architecture (NAA) and have been found extremely important and useful. These principles and the procedures have been taken into consideration and have found their place in the manual.

**The ACE Policy drafted following the General Coordination meeting on 25 September 2009:**

The ACE encourages all Member Organisations to ensure that they have a transparent and accountable process for identifying which

qualifications will be proposed for listing in Annex 5.7.1 of Directive 2005/36/EC on the Recognition of Professional Qualifications. The process should include full consultation with the school/universities, the professional bodies, the competent authority and other interested parties, and it should be clear where and how in that the process the qualification is assessed against the requirements of Article 46.

## 2.3. Background Information on the ACE working group findings. European context for the NAA

Here we have included the results of *Questionnaire 1* for the member countries for this report[3].

**3** Obviously these processes are in fast development, so we have only been able to base our findings on the current state of affairs.

1. The situation in formal systems for approving qualifications in the 18 of the member countries is following:

- 5 have no formalised system for approving for the PQD.
- 4 do not have a system in relation to meeting national educational standards or professional bodies (Austria, Belgium, Cyprus and Finland).
- 4 do not have a system for approving access to market requirements.
- 3 countries do not have a university QA process.

2. The number of bodies involved in approving qualifications for Directive listing in 18 of the member countries is following:

- In 7 the schools are involved.
- In 9 the universities are involved.
- In 7 the competent authorities are involved.
- In 8 one or more professional bodies are involved.
- In 9 one or more government departments are involved.

3. The procedures in 18 of the member countries is following:

- 4 have no formalised system for approving for the PQD (Estonia through approval to meet national education standards).
- In 12 a special panel is set up.
- In 6 there is an inspection of the school (for listing purposes, in some countries there may be an inspection for other purposes).
- In 11 other bodies are consulted.

The approval process is normally repeated every 4–7 years except in Bulgaria where it is repeated monthly.

4. As the outcome of the educational process in the 18 member countries, holders of the qualification approved for Directive listing can immediately:

- Use the title architect (9 countries).
- Join a professional organisation (10 countries).
- Be employed in an architect's office (all countries that responded).
- Offer services without using the title architect (7 countries).
- Practice independently (4 countries).

5. National education standards:

Of the 18 countries, 5 have a separate system for approving that qualifications meet national education standards.

6. Professional body requirements:

Of the 18 countries, 6 have a separate system for approving that qualifications meet the requirements of a professional body.

7. Access to market in 18 of the member countries can be described as:

- 10 set additional access to market requirements for their own nationals (i.e. more than the currently listed qualification).
- 8 set them for non-EU nationals

These requirements enable the person to:

- Use the title architect (8 countries)
- Join a professional organisation (10 countries)
- Be employed in an architect's office (4 countries)
- Offer services without using the title architect (2 countries)
- Practice independently (10 countries)
- Carry out specific functions (8 countries)

The qualitative research was carried out through *Questionnaire 2*. It was not very representative, nevertheless, some comments may be used. Below is a summary of the key results from the 6 responses to the questionnaire:

1. Five countries out of six confirmed that they intend to list their access to market requirements through PQD Annex 5.7.1.

2. Features of accreditation/validation process identified as 'strengths' and/or good practice.

General features:

- Independent review process, which sits between the relevant National institution and the European Commission's process of notification and listing, and which provides a high degree of assurance.
- A system that allows transparent access to the profession, granting a high academic and practical experience for architects. Chambers supervise and thus ensure high quality of architectural services through deontological rules and CPD. Strong role of Chambers in consumer's protection.
- A 'light-touch' but not 'soft-touch' process of approval.
- Qualifications offered are subject to regular internal and external accreditation and audit.
- Cooperation between Chambers, Universities and Ministries is in principal good and uncomplicated, expertise is welcomed and there is a current exchange of information.
- Checking and approval of professional experience.

**Areas identified as weaknesses and/or where there should be improvement:**

General issues:

- Concern over freedom of schools to develop their own programmes and widening of access to education leading to variable standards in qualification awarded.
- Necessity of 3 years professional experience and a further certificate examination (requirements to be listed in Directive) to ensure standard of entry to profession is sufficiently high and maintained.
- Would prefer knowledge of main local building regulations to be checked by local authority if a foreign architect wants to perform his services independently in host country.
- A Ministry represents a lot of other interests as well. All this leads to the fact that decisions are not always taken in the best interest of architecture and architects, but as a compromise of many different positions.
- The people in the ministries working as a competent authority for architects or working with the PQD (e.g. Group of Coordinators) are not experts in the field of architecture.

**WAQA conclusions and recommendations:**

■ **On the positive side are: independent review process with a high degree of assurance; transparency of the process and the promoted use of professional knowledge.**

■ **On the weakness side are: the loss of freedom in standardisation; the uncertainty of professional practice and local regulations and weakness of the Member State institutions.**

## 2.4. UNESCO-UIA Charter for Architectural Education and Validation System for Architectural Education

The Charter was created on the initiative of UNESCO and the UIA to be applied internationally to architectural education and needs the guarantee of protection, development and urgent action.

The Charter constituted a framework providing orientation and guidance to students and teachers of all establishments involved in education and training in architecture and planning. It was also considered as a "dynamic" document, which would be regularly revised, thus taking into consideration new trends, needs and developments in professional practice, as well as in education systems.

It is worth noting that the Charter states:

> Beyond all aesthetic, technical and financial aspects of the professional responsibilities, the major concerns, expressed by the Charter, are the social commitment of the profession, i.e. the awareness of the role and responsibility of the architect in his or her respective society, as well as the improvement of the quality of life through sustainable human settlements (UNESCO/UIA Charter for Architectural Education. Revised Version 2005)

In addition to the general knowledge, abilities and skills, the Charter promotes two major recommendations. These can be discussed **as regional characteristics** and **global networking within the architectural education:**

2. That it is in the public interest to ensure that architects are able to understand regional characteristics and to give practical expression to the needs, expectations and improvement to the quality of life of individuals, social groups, communities and human settlements. /.../

4. That subject to recognition of the importance of regional and cultural customs and practices and the need for differences in curriculum to accommodate these variations, a common ground exists within the pedagogical methods used, and by establishing capabilities, this will enable countries, architecture schools and professional organizations to evaluate and improve the education given to future architects./.../ (UNESCO/UIA Charter for Architectural Education. Revised Version 2005. I GENERAL CONSIDERATIONS)

WAQA also found the call for establishing networks, both on a regional and worldwide level, of great importance to the NAA:

2. That in order to promote a common understanding and to raise the level of architectural education, the creation of a network, on a worldwide basis for the exchange of information, teachers and senior students, is as necessary as a regional network to promote an understanding of diverse climate, materials, vernacular practices and culture. The use of external examiners is a recognised method of achieving and maintaining comparable national and global standards (UNESCO/UIA Charter for Architectural Education. Revised Version 2005. III CONDITIONS AND REQUIREMENTS OF AN ACCREDITED SCHOOL).

The UNESCO-UIA Validation System for Architectural Education, the text of which was adopted by the XXII UIA General Assembly in Berlin 2002, is also a possible document to be used for NAA Accreditation processes. It is a quite detailed document based on Architects Directive qualitative descriptions of architectural education. It includes the ways of obtaining validation; validation criteria; analysis of criteria; recommendations and recognition/validation protocol. (See both documents in *Annex 9*). The text is not as detailed as the RIBA documents are.

## 2.5. Background information on the NAAB

The document investigated was approved on July 10th, 2009 and effective April 1st, 2010 for all accreditation actions or visits to take place after January 1, 2011[4]. (All documents are easily accessible via the internet www.naab.org)

**4** The analysis of NAAB documentation was made by Jóhannes Þórðarson (Iceland, LHI).

**General**

The mission of the conditions and of the accreditation is basic and simple:

• To establish quality assurance standards to enhance the value, relevance and "effectiveness" of the architectural profession.

• To establish a quality assurance process by which services and operations are evaluated by third party against a set of standards.

• To allow the institutions to develop and deliver education within the context of their history and mission, the core of academic freedom and respect for diversity of thought, pedagogy and methodology.

The conditions are thorough and detailed. They are based on vast experience (over 100 years!) and have undergone constant revision and development. The conditions are a good check list for all institutions and mostly refer to common sense (at least to someone involved in architectural education) and complement the 11 points of the EU recognition (qualifications directives for architecture). The conditions are certainly not the perfect formula for a good programme, but definitely a good supporter. They are some what "consumer" oriented" – the word "parents" appears on numerous occasions!

The conditions set forth a minimum requirement and there is an understanding of the principle that not everything is quantifiable.

Basically the conditions deal with two major issues:

1. Institutional support and commitment to continuous improvement.
2. Educational outcomes and curriculum – student performance.

**The first issue** addresses the commitment of the institution, its faculty, staff and students to be developed as well as the evolution of the programme over time. It deals with the description of the programme, the culture of the institution and the academic unit in which it is located. It is focused on long-term planning and self-assessment processes. It deals with demonstrations of human, financial, physical and information resources that support the programme, and how performance is measured. Self-assessment procedures are tested. All information must be compiled in one document named Architecture Programme Reports (APR), which plays a key role for the institution being accredited. This means demonstrating how the programme in question responds to the "five perspectives" as indicated in the conditions.

**The second issue** addresses the Student's performance, the so-called Student Performance Criteria (SPC), the curricular framework of the school (includes how programmes change or are modified and how those changes are implemented), the evaluation of preparatory education and public information (career information, public accreditation activities of the programme etc.).

The SPC should encourage the programme to develop unique learning and teaching strategies, methods and materials to satisfy the criteria that encompass "understanding and ability" of the students. The SPC must indicate that individual criteria are met. The criteria deal with critical thinking and representation, integrated building practices, technical skills and knowledge, leadership and practice.

There are some key goals of the NAAB outlined in the conditions; Promotion of public welfare, provision of guidance, encourage

improvement and innovation, and meet societal needs. Above all, the programmes are encouraged to avoid rigid standards of curriculum content as a basis for accreditation in order to prevent standardisation of programmes and support well-planned experimentation.

Revision of the process of accreditation is crucial. All documents and processes should be under continuous revision and make regular revision recommendations. (The last recommendations dealt with environmental sustainability, global practice of graduates, ethics and professionalism, the client's role, gender issues, continuous improvement).

The working group took these issues into consideration.

# Part 3

## Planning for the future task of NAA agenda-setting capabilities within architectural education – Nordic Accreditation and Quality Assurance

## 3.1. Epistemological considerations

The working group saw its second main task to prepare the basic data and organisation for further policy discussions in the area of "*accreditation manual and the qualification assurance parameters and criteria*" and possible „*Nordic Accreditation Board*".

The aim of the Copenhagen symposium (31 March 2011) was to consider these matters from every possible perspective and discuss in an open atmosphere the future directions of the recommendations expected from the report.

During the NAA meeting in Stockholm (04 November 2010) it was made quite clear that many schools are in favour of the creation of the Nordic Accreditation Board as well as an manual for its procedures. On the Copenhagen WAQA meeting (06 - 08 February 2011) the draft report and Copenhagen symposium agenda were discussed.

To catalyse and focus discussions, the conference presentation by **Jürgen Mittelstrass** – *The Future of the University*[1] was chosen to be discussed. This presentation has served to bring forward important considerations that informed the policy discussion. There were no definite answers for all of them, but the participants of the seminar felt that these questions, considerations and doubts were important to keep in the horizon for the Nordic accreditation and quality assurance processes as well as a possible guidance for the Nordic Accreditation Board in the future. Thus, the considerations have been left inside the main text of the report.

## Background considerations for the NAA and Nordic Accreditation Board

### Preamble

1. The essay of Jürgen Mittelstrass (JM) is dedicated to the question if the university as we have known and appreciated for a long time – will have a future?

> JM: This is not clear at all especially when we consider the managerial university and the ever increasing marketisation of all aspects of university life.

He bases the discussion on **education, university, universality** but also importantly for our seminar, on **quality of research** and the **means of evaluating** the quality.

2. The first section of the essay is on education and is concerned with fragmentation of the current university education and with the loss of its social function.

> JM: The university is changing because its social and institutional environment is changing, and because science itself is changing.

**1** European Review, Vol. 18, Supplement no. 1, S181–S189 Academia Europa 2010.

This development is often shaped by political and economical constraints, external factors forcing internal reorganisation.

There are three major claims:

2.1. There is a drive for specialisation and a desire to educate experts. This fragmentation is complemented by the unifying effect of information and communication technologies. Through expert knowledge the society identifies itself not as the knowledge society, but as an information society. Paradox: the richer our storage of information and knowledge, the poorer our ability to orient ourselves. **In the world of experts the ideal of unified knowledge loses its social function.**

**Consideration 1. Is architectural education in Northern Europe following in the future "universal" or "disciplinary" knowledge? How does Bologna distinction between BA and MA influence these trends?**

2.2. The locus of orientation for education is not just conceptual or theoretical work, but its integration and application to the life-world. Education and orientation are structurally correlated, not so much in the form of science as in the form of life. JM believes that we might say that it is the ability to integrate the world in oneself and to express the world in itself.

**Consideration 2. It is the function of architectural education to integrate the world in oneself and to express the world in itself both socially and highly subjectively. How can this controversial function be evaluated within the accreditation process?**

2.3. Thirdly, JM calls for a humanist educational ideal that might be reintroduced into our culture, and also to our university culture.

JM: It is concerned with an active conceptualisation of the world, and is opposed to an essentially economic preference of the Zeitgeist for a divided self; that is to say, a self split into a private, a social and a consumer self. As such, the conceptualisation is concerned with the restoration of an undivided self, and with restoring clarity to the concept of knowledge by means of which our society defines itself. And this is also something the university, caught in the Bologna process and lured into managerial and economic ideologies, has to learn again.

**Consideration 3. Has architectural education in Northern Europe ever lost its humanist educational ideal? How has the Bologna process changed managerial and economic ideologies in schools?**

**University and universality**

3. JM suggests that every institution that does not think of itself in terms of external dependences needs to think of practicing autonomy in external and internal ways. The external autonomy belongs to the

sphere of **political autonomy**, but as important is internal or **structural autonomy**. For structural autonomy implementation of quality standards is essential.

> JM: Structural autonomy shows itself primarily in the realisation of structures informed by thinking about the systematic nature of science, e.g. at the level of the organisation of subjects and disciplines, the establishment and abolition of degrees and areas of specialisation in research, but also in the implementation of quality standards following international standards in research, teaching, and the education of junior academic staff.

**Consideration 4. What kind of impact will Nordic accreditation system and Board have on the political and structural autonomy of NAA schools?**

4. The competition between universities will increase in Europe as well as in the rest of the world. The competition will help to differentiate university systems. But universities also have other functions such as advancing **cultural or/and regional policies**.

**Consideration 5. Is there any competition between NAA schools? How big is the differentiation between NAA schools? What kind of impact will the Nordic accreditation system and Board have on the competition and differentiation of NAA schools?**

**Consideration 6. Is it possible that the Nordic accreditation system and Board may put universities under pressure to be or become something which, under the given circumstances, is currently out of reach for them?**

5. Within the demand of differentiation also lies the threat of **homogeneity**.

> JM: But even in such a case, one thing is clear: every university is well-advised to create its own profile and to build up its strengths accordingly. /.../ This will almost inevitably lead to a differentiated university system in which there will be academic inequality, because there will be unequally distributed universality (as far as the variety of subjects and disciplines are concerned) and varying degrees of scientific quality and excellence. It is an illusion to believe that with regard to scientific quality any university system may continue to be run as an essentially homogeneous system – as once many (often significantly smaller) institutions were run. In the long run, keeping homogeneity as the measure of all university affairs will inevitably lead to rampant mediocrity.

**Consideration 7. How to avoid the homogeneous tendencies of the Nordic accreditation system and ensure that the Board will not carry out the formalisation of the sphere of education?**

6. JM also promotes the idea of **differentiation** and **collaboration** as a vehicle of competition.

JM: A university needs a lot of academic quality if academic excellence is to be developed. And this quality cannot be found in isolated fields or on disciplinary islands, but should be pursued in an academic and scientific context defined by quality and excellence. Differentiation and diversification are the engine that drives the development of the university, and thus, of higher education.

**Consideration 8. How can the Nordic accreditation system and Board change the cooperation and collaboration of NAA schools for the benefit of every school?**

**Quality and quality assurance:**

7. A short introduction to quality assessment:

JM: In the 1960s and 1970s, universities had to cope with the fact that all university relations had to be assessed first in sociological terms and then in didactic terms. /.../ Quality assessment procedures for higher education institutions in Europe were first developed in the mid-1980s. Most European countries have systems of quality assessment or quality assurance at their disposal. This development has been spurred by the desire to give more autonomy to higher education institutions and to ask for efficient accountability.

The architects' directive took effect in 1985. From that moment on the quality assessment in some form for the purposes of directive was formulated and the Advisory Committee on Training and Education in the Field of Architecture of European Commission formed. Now the **overwhelming process of evaluation** has become "*omnipresent at all institutional levels*".

**Consideration 9. The NAA should avoid creating another layer of evaluation to the institutional, inter-institutional, sectorial, ministerial, national and international level of accreditation.**

8. JM argues that omnipresent evaluation with more **autonomy** and **accountability** for the institutions is a noble aim, but with the wrong methods.

JM: The danger is that by attempting to subject the academic practice to standardised criteria, it may lose its essential capacity. In the case of science, this essence is in the discovery of what is new. This may come in many ways, well-known and new. Therefore, optimal methods are not easy to lay down from the start and cannot be restricted by rules to be followed and controlled, for example in terms of quality.

**Consideration 10. How can a highly subjective and creative discipline like architecture be restricted by rules to be followed and controlled?**

**Consideration 11. How can the NAA Board evaluate the practice of Architects' directive, which has dealt with the contradiction of universality and institutional particularity?**

9. As in the case of fragmentation of knowledge and loss of social dimension – in the case of research evaluation we also see the **loss of personality** – the researcher him/herself.

> JM: It is the researcher who is at the centre of successful research, not the research system, be it assessed or not. /.../ A peculiar terminology is spreading. When today we refer to research, we primarily mean research groups, temporary grant-funded research centres, clusters, and alliances. Research appears, first of all, as something that needs to be organised, not as something that is the project of the person actually doing the research.

**Consideration 12. How can one incorporate an approach that is particular to students and teachers within the new system of accreditation in addition to the institutional evaluation approach?**

10. The loss of a personality can also be traced in the process of **commercialisation** of research and education.

> JM: Instead, research becomes the 'business' of institutions specifically founded for this purpose, especially in the areas of natural science and technology. Research as an individual form of life thus turns into research as business, organised in teams, one-off research projects, and research alliances. We are driving the individual out of research – and out of teaching, too, to the extent that with the Bologna process the standardisation of teaching will increase, turning the university more and more into a school – the teacher is disappearing behind organised processes.

**Consideration 13. Is the loss of personality and commercialisation of education a problem for architectural education in Northern Europe? How can the NAA and the Board oppose this trend?**

Final remark by JM:

> The university, which nowadays is talked about in a strange administrative and economic language, no longer corresponds to any theory or idea, and the conviction that science in teaching and research is not just another job, but a way of life, is being exorcised from those working in it. We need to beware of letting the university system erode in this manner.

This threat for universities and particularly schools of architecture is important to consider, but we can find some comfort in the specific "conservative" way of architectural education. It is an old-fashioned education dealing with future and especially with yet unimagined future – the future of space and society:

> Architecture, being one of the most complicated and developed handicrafts, transforms into profession extremely slowly and painfully. Handicraft is built on the basis of practical prescriptions and recipes that form a holistic imagination. These prescriptions and

recipes can be very complex, they might need extraordinary mastery and delicate intuition. Profession on the other hand is built on ideas, around theoretical imagination. Transformation from handicraft to profession means the reorientation of all the parts of praxis in the particular domain. In architecture this transformation has stretched for some millenniums. The palette of abilities and intuition of an architect that had developed during Antiquity was difficult to rearrange in the form of scientific thought. Despite of numerous attempts to give the architectural domain the form of scientific thought, it still operates till nowadays firstly through gaining practical mastery. The most important figure in architectural education is not a scientist, but master; not the re-teller but presenter of what students should know and obtain. One of the most important, if not *the* important, contradiction in transforming architecture into a profession is the conflict between intellectualization process of action and inertia of handicraft traditions that have sustained their archaic structure." [2]

Out of these different remarks, questions and considerations 7 were specially selected for 3 workshops of the symposium.[3]

## 3.2. Results of the Copenhagen symposium

The Copenhagen symposium also made use of 3 key-note experts who were asked to discuss and elaborate on the NAA Accreditation and Quality Assurance theme. The experts were[4]:

**David Porter** (Adjunct Professor at RMIT University Location, United Kingdom. Professor and Head of School at Macintosh School of Architecture, the Glasgow School of Art. Partner at Neave Brown David Porter Architects)**,**

**James Horan** (Founding member and Director of *Design Strategies* since 1978. Professor of Architecture at the Dublin School of Architecture, former President for the European Association for Architectural Education. Member of the EU Commission's Advisory Body on the Education and Training of Architects. Adjunct Professor at the School of Architecture of University of North Carolina) and

**Jim Low** (Head of the Birmingham School of Architecture at Birmingham City University. Prior to this he was Dean of Faculty of the Built Environment at Birmingham City University and an HM Inspector for FHE Construction Eastern Division. Member of the Examination Board of the Architects Registration Board and a RIBA Visiting Board Member. Member to the Board of Governors since August 2005. Member of the Board's Finance & Development Committee).

The seminar answered to several questions that can be focused under several headings:

**2** Раппапорт А. Г., Сомов Г. Ю. 1990. Форма в архитектуре: Проблемы теории и методологии. Стройиздат. Москва. с. 20.

**3** We have narrowed the symposium catalyst paper into 6 discussion points and 1 organisational question that we would like the working groups to **discuss, elaborate and prioritise.**
**Discussion point 1:** Is it not the function of architectural education to integrate the world in oneself and to express the world in itself both socially and highly subjectively? How can this controversial function be evaluated?
**Discussion point 2:** What kind of impact will the Nordic accreditation system and board have on the political and structural autonomy of NAA schools?
**Discussion point 3:** Is there a competition between NAA schools? How big is the differentiation between NAA schools? What kind of impact will Nordic accreditation system and board have on the competition and differentiation of NAA schools?
**Discussion point 4:** How to avoid the homogeneous tendencies of Nordic accreditation system and board that will be carried out by the formalisation of this sphere?
**Discussion point 5:** How can the NAA avoid creating another layer of evaluation to the institutional, inter-institutional, sectorial, ministerial, national and international level of accreditation.
**Discussion point 6:** How can one incorporate an approach that is particular to students and teachers within the new system of accreditation in addition to the institutional evaluation approach?
**Question:** What are the inevitable elements of accreditation process?

**4** We would like to thank all the distinguished experts. Their comments have been made use within the whole report and are not separately cited.

### 3.2.1. Significance of accreditation at the present time

In order to understand this it is necessary to look at the larger European picture in general, and the Directives in particular.

It is of prime importance that Schools of Architecture should have their qualification listed in Annex 5.7.1 in the Professional Qualifications' Directive in order to ensure that their Graduates have mobility and are employable throughout the European Union. Under the Architect's Directive ref 85/384/EEC the only listing in the Annex was that of the academic qualification relating to specifically Schools of Architecture. However, with the introduction of the Professional Qualifications' Directive (PQD), which replaced the Architect's Directive in 2005, a listing must now include any additional education, training or experience which is required by each Member State to allow an individual to independently practice as an Architect. This means that the Professional Qualifications' Directive creates a precise connection and relationship between the Educators and the Professional Bodies.

### 3.2.2. Full spectrum of education and practice asked for by the Professional Bodies

At present, 22 of the 27 Member States in the European Union require some additional education training and/or experience following graduation from a School of Architecture before that graduate may gain access to the market.

The requirements across the 27 Member States vary enormously, from no requirements whatsoever on leaving Architectural School, to a minimum of 3 years supervised postgraduate experience, coupled with the preparation of a case study and the passing of an examination. Mobility can only be achieved by a graduate in a Member State other than their own when they have satisfied all of the requirements their own Member State imposes.

### 3.2.3. Importance of being listed in the Annex7 of PQD

In order for a School's qualification to be listed in the Directive, it will be necessary for that School to contact the Competent Authority in their own Member State requesting that the Qualification be communicated to the EU Commission in Brussels. Competent Authorities can vary from individual ministries to specifically appointed Boards of Registration to existing Chambers of Architects who have been given this authority. Only a Competent Authority can submit a notification to the EU Commission, and this is done through the Permanent Representative of that Member State at the EU in Brussels. The notification should include the academic qualification and any other education, training or experience required by the Member State to provide access to the Profession.

Almost all the Schools of Architecture of the EU are currently involved in some form of notification process as most of the Schools have

at least had a change of title as a result of the Bologna process. **It is important that the title of each and every qualification provided by a School of Architecture be included in the Directive.**

### 3.2.4. Pressure on the Member States of EU

Because notification under the PQD now forms a clear link between the Schools of Architecture and the requirements for access to the Profession, it is likely that there will be growing pressure on Member States to include professional training after graduation, when it does not already exist, and to harmonise this training across the EU. The Architects' Council of Europe (ACE) already refers to the 5+2 concept. This means five years in Architecture School followed by two years training and professional experience before entitlement to practice.

This is also the indication of the EC Green Paper on Modernising the Professional Qualifications Directive. It states:

> /.../ how to take account of supervised professional practice, an aspect of architectural education which is already recognised in many Member States as an important feature of training architects?

Against this background, there appear to be two options:

The **first option** would be to retain the existing requirement of four years;

The **second option** would be to bring the Directive's provisions closer to the existing situation in most Member States, whilst allowing for a degree of flexibility for each of them: in order to benefit from automatic recognition, architects would have to attest to either at least five years of academic training followed by a minimum of one year of supervised practical experience or a minimum of four years of academic training with a minimum two years of supervised practical experience. As a consequence, it would take a minimum of six years to become a fully qualified architect in the European Union and this would always include supervised practice (EC Green Paper 2011:20).

This pressure is likely to give greater impetus to the notion of "European Accreditation" in order to ensure that the two years of training/experience can be evaluated and compared. This system already exists in the US in the form of the National Architectural Accreditation Board (NAAB).

**It might be wise for Member States who do not have Accreditation Bodies or procedures at present to develop their own Accreditation system rather than run the risk of having such a system imposed upon them at a later date. This also means a speedy and unprepared process guided by foreign policies rather than educational policies.**

### 3.2.5. Support for schools of architecture

An Accreditation Board can be a very strong supporter of a School, particularly when it engages with its University or Ministry in relation to staffing, funding and facilities. Universities may be reluctant to impose cutbacks on Schools whose programmes are accredited, for fear of loosing that accreditation.

An Accreditation Board with large credibility can be trusted by different national accreditation and validation bodies imposing therefore a hope that some of these procedures can be dismissed or minimised.

### 3.2.6. Nordic and global political dimension

The Nordic Academy could consider developing an Accreditation Board for its own Region. This could be very beneficial for the longer-term position within the EU. Starting from scratch it could examine all world-wide models and develop a system that was tailored to its own needs, thereby giving an enhanced collective credibility to all the Schools and Professional Bodies of the Nordic Region.

**This action would also develop a strong political platform to engage with all accreditation matters at European and global levels. The presence of Norwegan and Iclandic schools gives to the organisation *a priori* larger build-up than EU network.**

The global dimension is also emphasised by the UNESCO-UIA Charter for Architetcural education:

The aims of this Charter are that it be used, in the first instance, for the creation of a global network of architectural education within which individual achievements can be shared by all and that it will enhance the understanding that architectural education constitutes some of the most significant environmental and professional challenges of the contemporary world (UNESCO / UIA CHARTER FOR ARCHITECTURAL EDUCATION Revised Version 2005).

So, the NAA with its established accreditation and quality assurance system can become a fully accepted member of global network of architectural education.

## 3.3. Suggestions on updating PQD 11 points in the framework of the NAA Accreditation and Quality Assurance process

There were few comments on revising the 11 points of PQD. One country decided that the 11 points from PQD should be reviewed. The reason being that nothing is written about the changed role of IT and architecture in the production process (cf. the discussion in KA's New Year's publication 2010). Sustainability is not directly mentioned in PQD either. At the same time the Directive mentions all the generic elements of architectural education so the technology as well as sustainability can be seen as integral parts of it.

## 3.4. Suggestions on the principles and procedures of NAA Accreditation and Quality Assurance. Text of the manual

### 3.4.1. Preamble for the Nordic Accreditation and Quality Assurance Manual

• The Nordic accreditation and quality assurance process is voluntary and its goal is to establish high quality in architectural education and the architectural education related research in Nordic-Baltic area.

• The Nordic accreditation and quality assurance process is based on Professional Qualifications Directive and general values presented by the culture and traditions of architectural education as well as national and regional requirements in the Nordic-Baltic region.

• Thje Nordic accreditation and quality assurance process is seen primarily as a tool for schools of architecture to develop, evaluate and promote their curricula.

• The Nordic accreditation and quality assurance process as well as the recognition itself should first of all offer assistance and advice to schools on maintaining existing curricula or designing new ones.

• The Nordic accreditation and quality assurance process is assured by the fact that all the members of Nordic Architecture Academy, representing all the countries in the region and majority of schools, form the Nordic Accreditation Board.

• The decisions made by Nordic Accreditation Board are independent.

• The members of the Nordic Accreditation Board are respected and knowledgeable professionals and academics in their country. Members of Nordic Architecture Academy of each country of the Nordic-Baltic region should put forward such individuals who can fulfil this obligation. Independent experts with global respect can be called in by Nordic architecture Academy.

• Within the Nordic accreditation and quality assurance process, full consultation with the schools/universities, the professional bodies, the competent authorities and other interested parties is looked for.

• The Nordic accreditation and quality assurance process should involve detailed examination of curriculum documents, learning outcomes and assessment criteria. They are complemented by self-assessment report and external auditing reports. The process is completed with the visit to the school.

• The documentary submission and self-assessment report should be evaluated against the Professional Qualifications Directive and national legislation, (i.e. that the qualification fully meets all national and regional requirements), and it should also be taken into consideration when and how curriculum was assessed before.

• The Nordic accreditation and quality assurance process should be open, transparent, and clear, with the possibility of appeal or re-submission.

• When the Nordic accreditation and quality assurance is awarded, then the results should be published for the wider audience in Nordic-Baltic area. This will help to assure that public interest, high social, economic and cultural standards are respected and architectural education and thus future architectural domain undergoes active discussions and peer review processes. It is also the mechanism to promote and publicise good results in architectural education.

• The Nordic accreditation and quality assurance procedures should be published, along with appropriate guidance to institutions wishing to have their qualifications listed.

• The Nordic accreditation and quality assurance procedures should be promoted and discussed with interested partners like ministries, professional bodies and legislators.

### 3.4.2. Concept for the Nordic Accreditation Board

• The Nordic Accreditation Board is composed of approximately 40 members.

• The members of the Nordic Architecture Academy of each country of the Nordic-Baltic area will nominate 5 respected and knowledgeable professionals and academics from their country. Members of the Nordic Architecture Academy of each country should consensually put forward such individuals who is able to fulfil this obligation.

• The members of the Nordic Accreditation Board are nominated for 5 years. 1-2 of the 5 members from each country must have previous experience (preferably on an international level) in accreditation and quality assurance processes. No representative can be a Board member for more than 2 consecutive terms.

• The Nordic Architecture Academy can call globally recognised experts to join the Nordic Accreditation Board if that is decided on the annual meetings.

• The Nordic Accreditation Board establishes the procedures for Visiting Boards (5 members) and Consultation Boards (4 members). Visiting Board will check the necessary documentation, self-assessment report and visit the school. The Consultation Board will only check the necessary documentation and self-assessment report. The next Visiting Board is formed preferably out of most of the members of the Consultation Board.

• The Rector of the Nordic Architecture Academy will guide the process until it is fully established. Later a special coordinator of the Nordic Accreditation Board may be elected by members of the Nordic Architecture Academy to chair the process.

• The school seeking accreditation should produce the following documentation: a) Directive Documents in the form Professional Qualifications Directive asks for, b) summary of the national standards and requirements that the curriculum takes into consideration, which are accepted by relevant ministry of the particular country and c) short self-assessment report to summarise the key data (student and staff

numbers, graduates, budget and facilities), as well as short mission statement and vision of the school.

- The accreditation process is in two stages: a) Visiting and Consulting Boards will check the presented documents and vote for compliance with PQD and national standards and requirements with the 2/3 majority vote. Then b) the Visiting Board will make a visit to the school.
- The Visiting Board consists of 5 members of the Nordic Accreditation Board, the Rector of Nordic Architecture Academy (respectively later the NAA coordinator) as an observer and NAA secretary.
- It would be preferable for gaining influence and credibility of the process if an observer member of the national governmental institution is asked to participate in the visit.
- The Visiting Board will check the quality and relevance of the self-assessment report and then concentrate on three major elements of architectural education: a) architectural design and studio work (borderline/fail; middle ground and highs of 80–100%); b) architectural theory and history and b) technology and structures.
- The Visiting Board will sit in 4 consultations which are to be held separately: a) meeting with the head of school and vice-head (as well as with dean(s), if appropriate); b) meeting with professors; c) meeting with faculty and c) meeting with students, representing all the courses.

## 3.5. Experimental text of *The Nordic Accreditation and Quality Assurance Manual* [5]

**Nordic Accreditation System**

**1.0 Introduction**

**1.1 Nordic Accreditation and Quality Assurance Manual** was compiled by the working group for Accreditation and Quality Assurance (WAQA) that was set up by Nordic Academy of Architecture. The editing board consisting of Leif Brodersen, Rasmus Levy, Ebbe Harder, Peter Kjaer and Jüri Soolep made the first round of editing on Copenhagen meeting (09.12.2011).

**1.2** Nordic Architecture Academy established the Nordic Accreditation Board, whose function is to advise schools on all matters relating to the education and training of architects and to carry out such related functions as Nordic Architecture Academy may determine. Among these are:

- Liaison with educational institutions with regard to the conduct and content of courses devoted to the education and training of Architects.
- Accreditation of architectural programmes, which are consistent with Nordic Architecture Academy education policy.
- Monitoring changing requirements for architectural education and training.

**5** The experimental text of the manual is a compilation of RIAI Qualifications Accreditation System by Jüri Soolep. The permission was asked from RIAI to use the document for current purposes.

• Safeguard the local and regional cultural, social as well as technological values established in architectural education.

• Establish connection to the other similar networks and bodies on European and global level.

**1.3** The process of Accreditation is entrusted to Visiting Boards and Consulting Boards appointed by Nordic Architecture Academy. Their role is to carry out an objective assessment of the content and standard of programmes in terms of the requirements set out in the Professional Qualifications Directive and national standards of architectural education, so as to ensure, in the interests of students, the public and the architectural profession, that the range of skills and the standard of performance attained/demonstrated by students graduating from the programmes is adequate in terms of preparation for a career in architectural practice.

**1.4** In formulating its procedures, the Nordic Architecture Academy has paid regard to the Professional Qualifications Directive, International Union of Architects' Recommended Guidelines for the Accord Policy on Accreditation /Validation/ Recognition and UNESCO-UIA Charter for Architectural Education.

## 2.0 Accreditation cycle

**2.1** The Nordic accreditation and quality assurance process involves detailed examination of curriculum documents, learning outcomes, assessment criteria and internal and external assessment reports and visits to the school.

**2.2** The accreditation process for any academic programme is initiated by the educational institution concerned with the letter to the Nordic Architecture Academy.

**2.3** The Rector of the Nordic Architecture Academy will determine the date of submission of the documentation by the school to be accredited and the date when the documentation should receive the positive or negative decision.

**2.4** The Consulting Board and the Visiting Board are formed out of the Nordic Accreditation Board. The Consulting Board consisting of 4 members and the Visiting Board consisting of 5 members will analyse and discuss the documentation presented by the school.

**2.5** The Visiting and Consulting Boards will check the presented documents and vote for compliance with the Professional Qualifications Directive and national standards/requirements with the 2/3 majority vote (6 votes out of 9).

**2.6** The Rector of the Nordic Architecture Academy will forward the decision on the documentation to the school and will determine the date of visit or the date of resubmission of the documentation describing the amended curriculum in question.

**2.7** Subject to agreement between the school and the Nordic Ar-

chitecture Academy, an intermediate dialogue and discussions may be arranged. These are conducted by a panel of at least three people drawn from the Visiting Board.

**2.8** Approved accreditation of graduate programmes in architecture are normally valid for 7 years on the condition that changes do not exceed more than 20 % of the curriculum.

**2.9** Appeals (on the grounds of misuse or neglecting of formal procedures) or resubmission of accreditation documentation should be sent to the Rector of the Nordic Architecture Academy. In case of appeals, the Rector will form the Appeal Committee out of the Nordic Accreditation Board experts and will solve the appeal. The decision of the Appeal Committee is final.

**3.0 Visiting Boards and Consulting Boards**

**3.1** Each Visiting Board consists of: a Chair and at least 4 ordinary members, the Rector of the Nordic Architecture Academy (respectively later the NAA coordinator) as an observer and NAA secretary. It would be preferable in order to gain influence and transparency if an observer member of the national governmental institution is asked to participate in the visit. The observer members and secretary will not participate in the conducting and voting of the final report of the visit.

**3.2.** The Chair should be a person with experience as a member of previous Visiting Boards.

The ordinary members are to be chosen to represent the various categories of Nordic Accreditation Board members as it is appropriate to each programme. Such a variety would preferably include:

- Experienced and younger members;
- Members with experience in architectural teaching;
- Members with experience in the Public Sector and in the Private Sector;
- At least one member should have served on a visit to another equivalent programme.
- To facilitate evaluation of studio work the inclusion of practitioners who have lecturing experience is desirable.

**3.3.** The Rector of Nordic Architecture Academy and the Chair will discuss and nominate the members of the Consultation Board and Visiting Board. The school in question will agree to the Boards or appeal against the certain members who will then be changed.

**3.4.** No person who is or was a staff member (full- or part-time), external examiner, recent graduate of the course in question (within the previous seven years) or who is a close relative of a student or a staff-member at the school concerned, may serve on a Consulting or Visiting Board.

**4.0 Accreditation Visits**

The procedures described here are those followed in the case of the visit to an already accredited programme (enlisted in the Directive annex) for the purpose of Nordic Architecture Academy accreditation.

**4.1 Before the Visit**

Normally, the Rector of the Nordic Architecture Academy (respectively later NAA coordinator) agrees with the school in question on the dates of the Consulting Phase and Visiting Phase no less than three months in advance.

The Rector of NAA writes:

(a) to the Head of the Educational Institution where the programme is accredited to confirm the visit and the dates;

(b) to the Visiting Board Chair and all the Boards' Members confirming:

- Date for submitting curriculum documents
- Dates of Consulting
- Dates of Visiting

**4.2 During the Visit**

The function of the Board is to assess the content and quality of the programme and the standards of performance achieved by students in the programme. The Board will also check:

- The quality and relevance of the curriculum documentation and self-assessment report.
- In their assessment and general observation of the programme, its students and its staff, the Visiting Board should pay regard to the Professional Qualifications Directive and national standards/regulations.
- The Board should pay particular attention to the standard of work in the final year of the programme, which is to be accredited.
- The Chair is responsible for the direction and sufficiency of the Visiting Board's work during the visit.

**4.3 The programme for the Visit will usually include:**

- Meeting with the Head of School, Deputy Head and/or Programme Director(s)
- Meeting with the programme professors
- Meeting with the teachers and staff as well as introduction to work in progress
- Inspection of school facilities
- Meeting with programme students representing all study years
- Reviewing the student work
- Sampling of lectures, seminars or reviews, which may be taking place
- Informal visits to studios to see work in progress

The Head of the School, staff and students should be given the opportunity to raise any issues they consider relevant to the visit. Visiting Board members should review the material provided in a systematic manner.

During the review of student work, particular care should be taken in the examination of representative portfolios in the 'high fail' and 'low pass' categories. Visiting Board members should review individual

students' work over the whole of the academic year. A representative sampling of examination scripts, dissertations, case studies or other non-studio work should be examined on a similar basis.

**4.4 Following the Visit**

The Chair, prepares a draft Visiting Board Report. The Draft Report, when agreed by the Visiting Board, is presented to the school for its information. The school may refer any issue arising from the Report for comment or decision within one month if any observation in the Report is factually incorrect.

After receipt of the Educational Institution's observations, the Chair prepares a Final Report, which is sent to the members of Visiting Board. The Final Report is sent to the Rector of the Nordic Architecture Academy who sends it to the school. The Final Report when granting the accreditation is made public. The Final Report when explaining negative outcome is not made public and it serves as basis for rearranging the curriculum and re-submitting the curriculum documents.

**4.5 Accreditation of a New Course**

In the case of a new course, the school proposing the programme is invited to consult with the Nordic Architecture Academy at an early stage in the development of the programme about any aspects of the proposal, but in particular its philosophical approach and vision of architectural education.

The documents describing the philosophical approach and vision of architectural education are referred to the Consultation Board. The consultation phase can be expected to involve exchanges of documentation and informal meetings between the staff and management of the school developing a new programme and members of the Nordic Architecture Academy.

When a developed proposal has been completed, the Head of the school proposing the programme submits it to the Rector of Nordic Architecture Academy its formal application for Nordic Accreditation.

The Board may seek from the applicant school clarification in writing on any issues relevant to the curriculum proposal. Then the Board issues the preliminary accreditation, which means that the documentation complies with the Professional Qualification Directive and national standards/regulations.

**5.0 Visiting Board Reports and Appealing**

**5.1 Content**

The Final Visiting Board Report includes, inter alia, and in the following sequence:

- The statement that the Report is confidential until it has been finalised.
- Purpose of the Visit, its date, and Board composition
- A description of the Visit

- A review of:
- Programme philosophy
- Programme structure and content
- Lecture subjects
- Studio work
- Study environment
- Staff recruitment policy
- Observations and recommendations, as considered appropriate according to the visit
- A clear recommendation as to whether Nordic Accreditation of the programme is has been achieved and publicised
- Suggestions and recommendations about the school philosophy and mission, or any other advice the Board believes to be helpful for the school
- Procedures and requirements for amending the curriculum and re-submission of curriculum documents for new accreditation
- Provisional date (academic year) for the next visit to the programme.

**5.1 Published Information**

If the accreditation Report is negative, then the Report remains confidential unless the school itself is interested in making it public.

Any information issued by the school during or after the accreditation process, which makes reference to the Nordic Architecture Academy or Nordic Accreditation Board, should be referred to the Nordic Architecture Academy as well as back to the school for comment before publication.

**5.2 Appeals**

The school that wishes to appeal a decision to refuse or to withdraw accreditation must do so within 28 working days of the date of issue of the Visiting Board Final Report. For the purposes of the Appeals Procedure the relevant date is that on which the Report is released from the Nordic Architecture Academy to the school.

**5.3 Procedure**

a) The school shall submit in writing the grounds for the appeal, providing documentary evidence where relevant that the procedures of Nordic Accreditation were misused or neglected. Appeals should be addressed to the Rector of the Nordic Architecture Academy.

b) The appeal will be adjudicated by the Rector of the Nordic Architecture Academy who will appoint a committee, consisting of three Members of the Nordic Accreditation Board forming the Appeals Committee.

c) The Appeals Committee shall consider the appeal and consult as appropriate with the members of the Visiting Board. Representatives of the school shall have the right to present its case to the Appeals Committee in person.

d) The Appeals Committee will undertake a review of the original recommendation and present its findings to the Nordic Architecture Academy. The decision of the Appeals Committee shall be final.

**6.0 Accreditation fees**

A schedule of fees payable by schools participating in the accreditation process is negotiated before the accreditation process starts and an agreement is drawn.

The fees for members participating in the process and any other costs are decided by the Nordic Architecture Academy at its annual meetings.

**7.0 Facilities for the Visiting Board during a visit**

The school is asked to provide:

1. A private meeting room for use of the Board with:
   - telephone and internet access
   - facilities for viewing student work presented
2. Refreshments for the Visiting Board members in the meeting room, which has been set aside for their use.
3. A member of staff nominated as facilitator/guide for the Board for the duration of the visit.

**8.0 Visiting Board timetables**

Timetables for the sequence and duration of events are to be discussed between the Chair and the Head of school before the visit. They can be modified to suit the particular circumstances. At any visit, the Chair may decide to divide the Board to separately review different areas of the course.

## 3.6. Influence of *Standards and Guidelines for Quality Assurance in Higher Education in Europe*

When this report was nearly ready, we were also reminded of the already existing network for Quality Assurance agencies.

In 2003, the Ministers of Bologna process invited the European Network for Quality Assurance in Higher Education (ENQA) to develop an agreed set of standards, procedures and guidelines on quality assurance and to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005 (ENQA 2005).

European standards for external quality assurance agencies are important to take into consideration as Nordic Accreditation Board will be conducting external quality assurance and seeks the recognition of officials in Nordic-Baltic countries. The list below is a summary of *Standards and Guidelines for Quality Assurance in Higher Education in Europe* that we found important to follow.

**Use of external quality assurance procedures for higher education**

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

**Comment:** In addition to the above mentioned NAA principles and manual specifications, the ENQA *Standards and Guidelines* recommend to (a) publish the description of the procedures to be used, (b) base the accreditation process on published criteria and interpret them in a consistent manner, and (c) make use of student participation.

**Official status**

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

**Comment:** This emphasises the need for test-running the procedure and seeking official recognition in Nordic-Baltic countries. It also means that the NAA should do as much as possible to communicate and promote the Accreditation Manual to schools and professional organisations.

**Activities**

Agencies should undertake external quality assurance activities (at an institutional or programme level) on a regular basis.

**Resources**

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner with appropriate provision for the development of their processes and procedures.

**Comment:** This probably means that the NAA should establish a separate institution for the accreditation procedures in the future and meanwhile find possibilities to allocate for the work minimum of resources and create the institutional framework as described in Manual.

**Mission statement**

Agencies should have clear and explicit goals and objectives for their work contained in a publicly available statement.

**Comment:** The NAA should make a political mission statement about the goals and benefits of the Nordic Accreditation. It has been discussed both in the working group and on several meetings between the heads of schools that a conference is probably the best way to communicate and promote the mission statement as well as the Manual.

**Independence**

Agencies should be independent to the extent that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

**External quality assurance criteria and processes used by the agencies**

The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in light of any recommendations contained in the report.

**Accountability procedures**

Agencies should have in place procedures for their own accountability.

**Comment:** All these points have been taken into consideration.

# Summary

To summarise the results of this report we would need to return to the agenda, which the working group focused on in the beginning of the process of inquiry.

**1. Common platform**

The working group was the platform for creating a common Nordic-Baltic understanding of similarities and differences in national accreditation and quality assurance polices as well as practices. The working group was, among other things, supposed to explore the influence of the Qualification Directive on the curriculum and promote common regional characteristics.

**Result:** The working group created this platform through mapping out all the countries. The working group focused on the Professional Qualifications Directive and found no major revisions needed. The additional suggestions have been forwarded in section 3.3. The question of promoting regional characteristics remained outside the scope of this investigation as it needs more qualitative studies, which the time and resources allotted for this investigation did not allow the working group to accomplish. The working group found that there is definitely a need for such investigation.

**2. Common and informed language**

The working group should establish common use of the English and national languages for the different procedures and actions within the domain, which are often referred to as *accreditation, prescription* and *validation*.

**Result:** The common use of the English language was established. The working group did not find it necessary to deal with national languages as the accreditation processes are largely international and the national terms can be easily translated. Usage of the English language is described in the next paragraph.

**3. Accreditation in context**

The working group was to at least schematically look to the other components in accreditation processes: The acceptance of students/graduates to the professional organisations, the notification of schools for the PQD Annex and access of professionals to the labour market. All these different procedures and legal practices are interconnected and sometimes mutually dependent of each other.

**Result:** The working group established the Accreditation Manual and procedures using the following expressions:

***1. Approval for EU directive listing:***

The process by which a Competent Authority or other body determines whether a qualification fulfils the requirements of the EU Directive, for the purposes of notification to the European Commission. In this case "the other body" is the NAA Accreditation Board.

**2.** ***Approval for meeting national and regional educational standards:***

The process by which a national or other body determines whether a qualification fulfils national educational requirements. In this case "the other body" is the NAA Accreditation Board and the "regional standards" are sustained by the Nordic-Baltic build-up of the Board.

**4. Updating key-texts**

The working group was to point out the possibility of updating key-text. The group found that the most important key-text is the PQD.

**Result:** A Directive with subject areas that are important in the Nordic-Baltic area like sustainability, global warming, professional ethics and transformation of civic societies. This naturally has influence on accreditation processes, but the question of revising the PQD remained open.

**5. Mapping of countries**

The working group saw its first main task to map the situation in all the countries of the NAA and describe the diverse systems currently in place. The working group also find it important to analyse the different motivation of accreditation systems in the Nordic-Baltic area.

**Result:** The mapping was done as well as the time of working group allowed it to be done. This section of the report allows the reader to understand the complexities and differences found in the domain of architectural education. The results have been summarised in a comparative table (Section 1.3.).

**6. Preparation of policy discussions**

The working group saw its second main task to prepare the basic data and organisation for further policy discussions in the area. This happened at the seminar in Copenhagen (31 March 2011) and endorsed the work on *The Accreditation Manual and the qualification assurance parameters and criteria* and possible *Nordic Accreditation Board*.

**Result:** The policy discussion was organised and the results have been utilised in creating the manual for accreditation process. The experimental text of the manual was composed and edited. The text now needs to be tested in action and the possible feed-back from different stakeholders needs to be gathered. The text is not final, it is quite possible that the NAA has to return to it and make adjustments when needed. The working group nevertheless believes that the Manual is now fully operational for testing.

**7. Expert list**

The working group decided to investigate the possibility to create a mutually accepted and promoted voluntary list of academic and professional experts for different accreditation processes. If such a list is created and endorsed by the NAA – the governments who need to or want to create accreditation processes may use it as a pool of peer review experts.

**Result:** The expert list has not yet been created. The number of experts has been decided to be 5, but the actual process of nominating has been postponed until it has been discussed on the NAA meeting.

**8. Research themes and lists**

The working group promoted the list and website of nationally accepted and promoted researchers and research themes for common information and possible involvement in different international networks, boards and educational programmes. This can be seen as a test task for creating the list of academic and professional experts.

**Result:** Some of the material was gathered, but the creation of final list remained outside the scope of this investigation as it needs more quantitative studies that the time and resources allotted for this investigation did not allow the working group to accomplish. The working group recommends that it should be done on the basis of the NAA webpage with additional financing. The Riga meeting proposed establishing a new working group – the working group of communication and networking.

## List of acronyms used in the report

AA – Architects Association of Denmark
AARCH, AAA – Arkitektskolen Aarhus, Aarhus School of Architecture
ACE – Architects' Council of Europe
ACE WG AV – Architects' Council of Europe Work group of Accreditation and Validation
AIA – Association of Icelandic Architects
ARB – Architects Registration Board (UK)
APR – Architecture Program Reports
EAAE – European Association of Architectural Education
ECTS – European Credit Transfer system
EKA – Eesti Kunstiakadeemia, Estonian Academy of Arts
ENACA – European Network of Architectural Competent Authorities
KA – Det Kongelige Danske Kunstakademis, The Royal Danish Academy of Fine Arts
KTH – Kungliga Tekniska Högskolan, Royal Institute of Technology (Sweden)
LAR – Lithuanian Chamber of Architects
LAS – Lithuanian Union of Architects
LHI – Listahaskoli Islands, Iceland Academy of the Arts
MFA – Museum of Finnish Architetcure
NAA – Nordic Architecture Academy
NAAB – National Architectural Accrediting Board (US)
N+, NordPlus – Programs of Nordic Council of Ministers
NTNU – Norges Teknisk-Naturvitenskapelige Universitet, Norwegian University of Science and Technology
PQD – Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.
RIAI – Regulatory and support body for Architects in Ireland
RIBA – Royal Institute of British Architects
RTS – Building Information Foundation (Finland)
RTU – Rigas Tehniska Universitate, Riga Technical University
SAFA – Suomen Arkkitehtiliitto, Finnish Association of Architects
SPC – Student Performance Criteria
TAPE 2010 – The Architectural Profession in Europe 2010. A Sector Study Commissioned by the Architects' Council of Europe
UNESCO – United Nations Educational, Scientific and Cultural Organisation
UIA – Union Internationale des Architectes, the International Union of Architects
VGTU – Vilniaus Gedimino Technikos Universitetas, Vilnius Gediminas Technical University
WAQA – Workgroup of Accreditation and Quality Assessment set up by Nordic Architecture Academy

## Timeframe of the Accreditation working group in reality

**7 December 2009**
Introductory meeting in working group

**9 March 2010**
Meeting in working group – information sharing for mapping of accreditation and quality assurance

**6–7 May 2010 Bergen**
Meeting of the NAA, status report (Jüri Soolep)

**2–5 November 2010**
Working group meeting in Copenhagen
Meeting of the NAA in Stockholm, status report (Jüri Soolep)

**6–8 February 2011**
Working group meeting in Copenhagen
The seminar/symposium was prepared

**31 March 2011**
NAA meeting with additional symposium was held

**9 December 2011**
Editing meeting of the experimental manual was held in Copenhagen

**1–3 September 2012**
Presentation of report on Heads of Schools meeting in Chania

**25–26 October 2012**
Meeting of the NAA in Riga
Policy discussion

**Proposed:**
**Autumn/winter 2012**
Presenting the report to Nordic-Baltic professional organisations and consultations with officials.

**Spring 2013**
NAA international conference **Nordic Dimension in Architectural Education: Working Towards Better Accreditation and Quality assurance** (Copenhagen)

**2013**
Summary and presentation of the report to the Nordic Council of Ministers.

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# Annex

# Annex 1

## Consequences of the NordPlus 2009 application and its results

As you all may have observed during spring 2009 NA handed in two applications to Nordic Council of Ministers:

**1**. The annual N+ application where we apply for mobility grants and support for meetings and other activities like seminars, workshops and evaluations. As a result of the Qualifications Directive NA in addition to the mobility grants also applied for support for two working groups: one aiming at launching a project along the perspective of life long learning; a post-graduate Nordic Master in 2010, and the other a working group aiming at creating a manual based on the respective National Architectural Accreditation systems.

**2**. At the end of February (after the N+ application deadline) Nordic Council of Ministers launched a program for support with regard to development of joint Nordic Masters (deadline April 30th), which NA took part in under the heading of: Joint Nordic Master in Sustainable Built Environment and the Impact of Climate Change.

To avoid total chaos among the NA institution if both applications were to be accepted, the latter application was closely linked to the first with regard to content and structure.

The application no 2 was not granted. It reached among the ten that fulfilled the criteria, but only 3 were granted 1 mill dkr

Application no 1 the ordinary N+ application was granted with 38.000 euro for mobility and 14.000 euro (as was applied for) supporting the two working groups. So here we are! Due to the close link between the two applications you may use and elaborate further on how to transfer the joint Nordic Master from the 2nd application into the 1st by using the modules, schedule and overall structure. This has to be further discussed in NA and in the working group.

What next?

I'll hereby indicate a tentative plan and schedule for how to deal with the granted 14.000 euro according to the application.

**Background**

As Lifelong Learning and the Transparency of Qualifications are institutionalized in the European Educational system as the main tools

towards the knowledge based society and economy (Lisbon strategy), the joint NA and the Professional organizations seminar in Oslo 2008, clearly proved that the relationship between Profession and Education needs to be restructured and redefined.

Our postindustrial society is characterized by an explosion of information and hence a growing number of specialists. This creates for the schools of architecture the dilemma between generality and specialization as well as a permanent tension between the legal limitations on the length of studies and the impossibility "to contain it all in one head".

Traditionally a school of architecture prepared students for the profession of a self-employed architect, being legally responsible for his or her projects. Professional legislation, also on the European level, pertains to this professional situation.

The aim of the present NA project is, on the one hand, to facilitate the transition from student to professional and, on the other hand, to provide professionals with upgraded and new skills and knowledge allowing them to have the best qualifications to address today's complex demands and challenges within the field of architecture and planning, in particular the urgent issues of climate change and the impacts on the built environment.

**Project summary**

As a consequence of the implementation of the European Qualifications Directive, which from October 20th 2007 replaces the former Professional Directive for Architects, the Nordic Academy of Architecture's 2009 application concentrates on two activities?

1. Development and design of a joint Nordic/Baltic Accreditation and Qualification Assurance Manual, and

2. Post-graduate courses focusing on the impact of the climatic changes on the built environment.

The Qualifications Directive and its demands functions as an umbrella for the NA 2009 Nordplus Applications aiming at pooling the best and relevant research and practice based knowledge in academia and the profession. The NA will seek collaboration with relevant professional organizations (NAL, BA, SAR, AA etc.) and with employers (architect offices, ministries, departments, NHO, Council of Export, etc.

The post-graduate courses are to be offered by the 15 NA partner universities in the Nordic and Baltic countries and the Nordic/Baltic professional organizations, and are to be based on academic research and practical experiences. The post-graduate courses will build on a basic structure of knowledge related to the implication of climate change and the on the built environment (30 credits) a "patch-work" of specific smaller thematic courses (15 and 7,5 credits), can be chosen according to focus, academic, personal and professional need of knowledge. The basic courses, the electives and sharing of the work load is to be decided during 2009.

**Motivation for the project**

The consequences of the shift from the Professional Directive to the more general Qualifications Directive has been discussed in several meetings in NA (Nordic Academy of Architecture), in the EAAE (European Association for Architectural Education) and in the joint NA/EAAE – Tallinn meeting in May 2007.

NA has since early 2004 continuously been discussing matters with regard to lifelong learning, accreditations and qualifications during rectors meetings, seminar with the European Association EAAE (Tallinn May 2007) and recently a seminar in Oslo involving the Nordic – Baltic NA rectors and the respective National agencies for the profession.

Article 48 in QD – Education: sets the standard for a minimum length of study: 4 years at university level that balances theory and practice in such a way that the student attains a professional level that corresponds to the "old" 11 points of qualification. The transformation of higher education in Europe initiated by the Bologna declaration is definitely the most significant change in Higher Education since Charles the Great. As a part of its ambition to create peacefully a real EU, the European higher education area (EHEA) will be a reality by the year 2010. The major ambitions of this transformation process are 'with full respect of the diversity in cultures, languages, national education systems and university autonomy….':

- Adaption of a system of easy readable and comparable degrees
- Adaption of a system essentially based on 2 cycles, undergraduate and graduate.

Access to the second cycle shall require successful completion of the first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labor market as an appropriate level of qualification. The second cycle should lead to the master and/or doctoral degree as in many European countries.

- Establishment of a system of credits – such as in the ECTS system
- Promotion of mobility of students and staff

Today however, looking closer at what happens in many schools of architecture, we see the appearance of options, colors, elective courses, graduation based on a (written) thesis work – or – a final year project, different diplomas some of which are even not diplomas of architecture. They prepare for many different professional situations: builder, project leader, safety coordinator, technical expert, legal expert, managerial roles, designers, decision makers, critical and space planning. This sets the overall framework for education. In reality not all recommendations are implemented to the same extent and in the same way in the different countries and disciplines.

The aim of the project is, on the one hand, to facilitate the transition from student to professional and, on the other hand, to provide

professionals with upgraded and new skills and knowledge allowing them to have the best qualifications to address today's complex demands and challenges within the field of architecture and planning, in particular the urgent issues of climate change and the impacts on the built environment. In reality however not all recommendations are implemented to the same extent and in the same way in the different countries and disciplines.

The Accreditation project is regarded to be run in a 4 years period. The 2009 N+ application only take the first year into consideration. The same goes for the post-graduate courses and the 2009 application.
**Project Activities related to:** Directive 2005/36/EC on the Recognition of Professional Qualifications – Qualifications Directive (QD).

**1. Working group for Accreditation and Quality Assurance**

***Background – National accreditation systems***

Nordic Academy of Architecture (NA) is the Nordic Association representing all the Nordic and Baltic schools of architecture and planning. Overall NA represents ca 7500 students whom within a short time after having received their Masters degree entering their professional associations when searching for professional practice.

Based on the recommendations for accreditation stated in the Qualifications Directive art 48, Nordic Academy of Architecture aims at creating an overview of respective National Architectural Accreditation systems. Because most registration boards require an applicant for licensure to hold a National accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

***Project plan***

| | |
|---|---|
| **2009** | |
| June | Preparatory meeting |
| June–October | Collecting of empery and a tentative analysis |
| October | Discussion of the analysis and sketching the content of the Manual |
| **2010** | |
| June | Discussing the Manual and proposing a plan of imple mentation |
| June–October | Implementation of the Manual |
| October: | Discussion the implementation of the Manual |
| December | Joint Nordic/European seminar on Quality Assurance and Accreditation |
| **2011** | |
| May | Summing of the joint Nordic/European seminar in 2010 and re-examining of the Manual |
| September | Implementation of the revised Manual |
| **2012** | Summing up and present to Nordic Council of Ministers and EU a NA pioneer Manual |

## 2. Working group for developing a Joint Nordic Master on Climate Change and its Impact on the Built Environment

***Background***

Our planet is kept warm due to the so-called greenhouse effect. This effect consists of trapping the energy — radiated by the earth into the atmosphere — instead of allowing it to escape into outer space. The greenhouse gases involved in this regulatory mechanism are usually found in the atmosphere at very low concentrations. Nevertheless they play a critical role in the climatic equilibrium of the Planet. The present atmospheric CO2 concentration is above a level that has never been reached over the past 420,000 years. Extensive research is being carried out worldwide to understand better our impact on the changing climate of the planet Earth.

The working-group will develop post-graduate courses for professionals that mainly concentrate on subjects related to the acute issues of climate change, pollution and the aspect of sustainability with regard to our built environment, management and planning processes. The subjects taught will be decided through discussions with the institutions and organizations involved.

Climate change is expected to have a number of direct physical impacts on the character, maintenance and management of built environment. Unpredictable flood leads to humidity, fungus, damage of buildings, weakness of materials, demand for new knowledge and new planning tools.

Any change in climate affects the physical, biological, and bio geochemical characteristics. Such changes have crucial consequences for the management and conservation of built environment. The adverse impacts of climate change will have consequences for humanity including architecture and the built environment in at least two principal ways: (1) the direct physical effects on the buildings or structures and (2) the effects on social structures and habitats that could lead to changes in, or even the migration of societies.

***Project plan***

| | |
|---|---|
| **2009** | |
| June | Setting the agenda of the working group. Discussing the content and responsibility of the running |
| June–October | Collecting of empery – strengthening of the relation between the profession and academia |
| November | Analysis of the empery – sketching the content and the schedule of the courses. |
| **2010** | |
| January | Launching of the courses and discussing the structure of the electives |
| June | Preparing for the start of the post-graduate courses |
| September | Running of the basic course and launching of the elec tives |

| | |
|---|---|
| **2011** | |
| May | Running of the electives, testing of the basic course |
| August | Running of the electives, testing of the content and co operation |
| December | Discussing of the post-graduate curses and the cooperation and testing the Manual of accreditation and quality assurance and eventually launching a new batch of post-graduate courses. |
| **2012** | Summing up and eventually launching a new batch of postgraduate courses. |

**Running of the working groups**

The Nordic/Baltic post-graduate Master's program and the project on accreditation and quality assurance are to be regarded as a consequence and following up of:

- the NA-EAAE joint seminar on Qualifications Directive in Tallinn, 2007,
- the Erasmus-Mundus application the same year (which failed but from which there is a lot of constructive material developed) and
- the NA-Nordic Professional organizations joint seminar in 2008 with focus on the implementation of the Qualifications Directive

The working group for Accreditation and Quality Assurance will use the skills and resources of NA and its partners – sharing of responsibilities and workload in the running of the working group will be emphasized. Based on the high academic skills of the institutions and staff involved and their long experience in handling matters of accreditation and quality assurance, the working group will manly use its "internal" capacities in the development of the accreditation manual and the qualification assurance parameters and criteria.

The NA member schools as well as well as the professional organizations do possess a huge amount of skill and knowledge, which through the coupling in the courses will generate new knowledge fit for further research and implementation in the market. The intention is to take advantage of existing expertise and knowledge in the institutions and design the courses as a patchwork and band-wagon model where small units are picked from the respective curricula and merged together in one 90 ects program.

To secure national and local backup the working group will consist of one institutional representative from each country and one person from each of the professional organizations. Relevant NGOs, ministries etc will be invited and later on be called upon according to the agenda of the working group.

***Running of the activities***

The working-group for Accreditation and Quality Assurance will according to the requests stated by the Qualification Directive, elabo-

rate on criteria for accreditation and quality assurance, and discuss and evaluate a joint Nordic – Baltic pioneer model or manual for accreditation and quality assurance. The working group will consist of one academic representative from each of the Nordic/Baltic countries and one representative from professional organizations in each of the same countries.

The post-graduate Master's Course has a transdisciplinary and flexible approach dealing with the relationship between academia and practice in the field of architecture and planning with a focus on climate change and the consequences on built environments. The course aims at pooling practice and theoretical knowledge and provides its students with specialist training in the topic in question. The students receive a basic training in a range of the relevant disciplines and will during the last year concentrate on one subject being f. ex.: Climate change and consequences on architectural heritage and conservation.

The NA post-graduate course may also open for external "customers" to attend either the whole course or special bits of it. To adapt to professionals e-learning is to be used. The electives can be taken successively and if needed built together constituting a post-graduate Master's.

**Dissemination**

The work and the manual will be tested in the Nordic – Baltic schools of architecture and planning and the project and the manual will be displayed in the institutions and on the home page of NA as well as on the homepage of the institutions.

• In a broader context the work and the manual will be introduced to EAAE (European Association for Architectural Education) and ACE (Association for Architectural Professional Organisation) and in 2011 form the basic of a Nordic / European Conference on quality assurance and accreditation in architectural education and profession.

The NA post-graduate Master's Courses will be launched on the homepage of the institutions and in the curricula on the NA homepage.

• In a wider context a folder will be designed and distributed through the professional organizations and information and results of the courses will be disseminated in the respective professional magazines and news letters.

**Evaluation of the project(s)**

The NA accreditation manual will lean onto the respective National accreditation systems and be tested through the ordinary institutional systems. Critical reflections and experiences will be evaluated and imbedded in the testing and evaluating of the pioneer manual.

The joint Nordic Master leads to a joint NA degree, which continuously will be evaluated by NA and its member institutions according to international standards and (hopefully) the NA accreditation manual.

# Annex 2

## Architects' Council of Europe (ACE) report
## Access to the Profession

Accreditation and Validation
First Report to the Second General Assembly
Final

**Introduction**

The Work Group was set up to establish the processes by which member countries decide whether a qualification should be notified to the Commission the European Commission for listing in Annex V.7 of Directive 2005/36/EC on the Recognition of Professional Qualifications (the PQD). The Group was mandated to examine the range of accreditation/validation systems that are in place in the different Member States, so that the ACE would have a clear understanding of the different types of accreditation/validation systems that are in use across the EU and how they are being used in Member States. The Work Group was also mandated to identify typical or widely used models.

In examining the current position in the Member States it was to assess whether there is evidence of any confusion and/or variable standards, particularly if the objectives of the systems are different. If there is, the Work Group was expected to identify what the problems might be and what action might be needed (the Terms of Reference set out the objectives of the Group in full).

The issues to be addressed were summarised in the Terms of Reference as follows:

- What are the definitions of the terms accreditation, validation and quality assurance (as applied to education systems) and the differences between these processes?
- What are the purposes and objectives of the accreditation/validation process?
- Which organisations are involved in accreditation/validation of architectural qualifications in each Member State?
- What procedures are used for accreditation/validation (for example documents and information examined, inspection of institutions, frequency of accreditation/validation approvals)?
- What are the possible outcomes of the accreditation/validation process and where are they published?
- Is the process transparent and accountable to the public and the profession?

- Are the processes similar or different between different Member States and in what ways?

**Actions taken**

The Work Group has met four times, in November and December 2008, and April and July 2009. At the first meeting, it was decided that a questionnaire should be issued to all Member Organisations, collecting factual information about the procedures and systems in their countries. A set of definitions was also agreed. The questionnaire was drafted and piloted by the Work Group, then issued to Member Organisations in February 2009 (Questionnaire 1).

Eighteen responses were received by July 2009. The responses were put into a database (by the ARB EU officer Elisa Simeoni) and a summary profile of each country was drafted by the Chair of the Work Group. The draft database and the profiles were discussed at the July meeting, as were preliminary conclusions and recommendations. It was decided that the profiles should be returned to the respective countries for correction and comment, and to confirm whether the countries intended to list 'access to market' requirements in Annex V.7 of the PQD. At the same time, the Work Group decided that it would be useful to collect some qualitative data, so the respondents were asked additional questions on their views of the strengths, weaknesses etc of the system in their country (Questionnaire 2). By the time of writing this third draft of the report to ACE, seven countries have responded.

The first and second drafts of this report were circulated to the Work Group, and all comments have been incorporated. The second draft was also discussed at the General Coordination meeting in Brussels on 25th September 2009, where comments were made, particularly on the Work Group's recommendations. It was agreed a more general policy would be drafted for consideration at the next General Assembly, which is set out below. The third draft has not been circulated to the Work Group, due to the limited time available.

**Definitions**

The Group agreed on the definitions of accreditation, validation etc listed in Appendix 1, but after the pilot run of the questionnaire, decided not to use them within the questionnaire. Even with the definitions it was clear that the terms would be understood differently by different countries, which could cause misunderstanding in the response. Instead, the questionnaire adopted the following definitions:

**Approval for EU directive listing**

The process by which a Competent Authority or other body determines whether a qualification fulfils the requirements of the EU Directive, for the purposes of notification to the European Commission.

**Approval for meeting national educational standards**

The process by which a national or other body determines whether a qualification fulfils national educational requirements.

**Approval for joining professional bodies**

The process by which a professional body determines whether a qualification should give the holder the right to join that body. (The professional body may have a wider role, for example encouraging high standards in the qualifications).

**Approval for access to market**

The process by which a national or other body determines whether a qualification fulfils standards set for access to the national market

## Results of Questionnaire 1

Below is a summary of the key results from the 18 responses to the questionnaire, based on the full spreadsheet of responses. For simplicity, some information is omitted and some assumptions have been made (for example, if a country has not answered a question, but it is clear from the context that this is because it does not have a system or procedure in place, this has been counted as a 'no').

**Formal systems for approving qualifications** (*Section C: question 2*)

Of the 18 countries:

- 5 have no formalised system for approving for the PQD
- 4 do not have a system in relation to meeting national educational standards or professional bodies (Austria, Belgium, Cyprus and Finland)
- 4 do not have a system for approving access to market requirements
- 3 countries do not have a university QA process.

**Bodies involved in approving qualifications for Directive listing** (*Section D: question 1*)

Of the 18 countries:

- in 7 the schools are involved
- in 9 the universities are involved
- in 7 the competent authorities are involved
- in 8 one or more professional bodies are involved
- in 9 one or more government departments are involved

**Procedure** (*Section D: question 2*)

Of the 18 countries:

- 4 have no formalised system for approving for the PQD (Estonia, though approval to meet national education standards).
- in 12 a special panel is set up.
- in 6 there is an inspection of the school (for listing purposes, in some countries there may be an inspection for other purposes).
- in 11 other bodies are consulted.

The approval process is normally repeated every 4–7 years, except in Bulgaria where it is repeated monthly.

**Basis of approval** (*Section D: question 3*)

In the majority of countries the process is done on the basis of course documents and internal and external reports only. Of the 18 countries:

- 5 inspect examination papers,
- 4 inspect samples of student work
- 5 attend the examination and inspect student work

**Are the qualifications formally checked against the PQD or national law requirements?** (*Section D: question 4*)

Of the 18 countries:

- 11 answered 'yes' (in all cases to both)
- in 6 the qualification is **not** checked against the requirements of the PQD or national law requirements
- in 9 it is also checked against additional requirements or criteria

**Result of process** (*Section D: question 5*)

Of the 18 countries:

- in 5 there is opportunity for other organisations to object
- in 12 there is a right to appeal
- in 8 the school has the right to complain
- in 3 the process is subject to external auditing
- in 8 the process is published
- in 10 the results are published

**Outcome** (*Section D: question 6*)

Of the 18 countries, holders of the qualification approved for Directive listing can immediately:

- use the title architect (9 countries)
- join a professional organisation (10 countries)
- be employed in an architects office (all countries that responded)
- offer services without using the title architect (7 countries)
- practice independently (4 countries),

**National education standards** (*Section E: question (a)*)

Of the 18 countries, 5 have a separate system for approving that qualifications meet national education standards.

**Professional body requirements** (*Section F: question (a)*)

Of the 18 countries, 6 have a separate system for approving that qualifications meet the requirements of a professional body.

**Access to market** (*Section G*)

Of the 18 countries:

- 10 set additional access to market requirements for their own nationals (i.e. more than the currently listed qualification)
- 8 set them for non-EU nationals.

These requirements enable the person to:

- use the title architect (8 countries)

- join a professional organisation (10 countries),
- be employed in an architects office (4 countries)
- offer services without using the title architect (2 countries)
- practice independently (10 countries)
- carry out specific functions (8 countries).

In 11 countries, the additional access to market requirements include a period of professional experience. This is subject to a formal approval process in 9 countries, and results in a further certificate or qualification in 7.

In 9 countries, the additional access to market requirements include an examination. This is subject to a formal approval process in 9 countries, and results in a further certificate or qualification in 7.

## Results of Questionnaire 2

Below is a summary of the key results from the 6 responses to the questionnaire.

**Listing access to market requirements in Annex V?**

5 countries confirmed that they intend to list their access to market requirements.

**Features of accreditation/validation process identified as 'strengths' and/or good practice**

***General features:***

- Independent review process which sits between the relevant National institution and the European Commission's process of notification and listing, and which provides a high degree of assurance.
- A system that allows transparent access to the profession, granting a high academic and practical experience for architects. Chambers supervise and thus ensure high quality of architectural services through deontological rules and CPD. Strong role of Chambers in consumer's protection.
- A 'light-touch' but not 'soft-touch' process of approval
- Qualifications offered are subject to regular internal and external accreditation and audit.
- Cooperation between Chambers, Universities and Ministries is in principal good and uncomplicated, expertise is welcomed and there is a current exchange of information.
- Checking and approval of professional experience

***Detailed points on procedure:***

- Systems which test against national criteria as well as the 11 points set out under Article 46 of the Directive at the same time.
- Allowing institutions to determine what evidence to submit for the purposes of approval (not expecting institutions to prepare special material for approval). This significantly reduces the burden on institutions.

- Full documentary submissions allow an in-depth insight into the content and structure of qualifications it recognises as well as the institutional quality assurance process which underpin those qualifications.
- Institutions creating dedicated areas of their websites to store applications, which include links to information which is routinely stored on institutional websites. Institutions then add to these websites when submitting annual monitoring material and subsequent applications for prescription. This saves the institutions time and ensures that all the relevant material is stored in one location.
- 'Good Practice Handbooks' to provides advice and guidance to those making applications

**Areas identified as weaknesses and/or where there should be improvement**

***General issues***

- Concern over freedom of schools to develop own programs and widening of access to education leading to variable standards in qualification awarded
- Necessity of 3 years professional experience and a further certificate examination (requirements to be listed in Directive) to ensure standard of entry to profession is sufficiently high and maintained
- Would prefer knowledge of main local building regulations to be checked by local authority if a foreign architect wants to perform his services independently in host country.
- A Ministry represents a lot of other interests as well. All this leads to the fact that decisions are not always taken in the best interest of architecture and architects but as a compromise of many different positions
- The people in the Ministries working as competent authority for architects or working with the PQD (e.g. Group of Coordinators) are not experts in the field of architecture.

***Detailed points on procedure***

- Difficulties can arise where material provided for approval is not as up to date as it could be or where particular documents conflict with one another.
- Unorganised or overly voluminous applications for approval can be difficult to scrutinise.
- Process of scrutiny of documents is labour intensive and time consuming
- Visiting schools is time consuming and expensive

**Conclusion and recommendations of the Work Group**

(*Note these are preliminary, as this is on the basis of only 7 returns to questionnaire 2*)

The first questionnaire confirmed what the Work Group had originally expected, that there is a wide range of differing models currently in operation by which countries establish which qualifications will be proposed to the commission for listing in Annex V.7 of the PQD. The Work Group considered that this is an issue of concern. It is likely to result in a lack of confidence by the commission, in particular the Expert Group, that sufficiently rigorous systems are in place for them to place reliance on the lists of qualifications put forward. This may result in unnecessarily close scrutiny of the qualifications themselves. Of even more concern was that several countries have no system for checking that the qualifications reach a sufficient standard, and in particular there is no clearly identifiable point where they are formally checked against the requirements of the PQD.

The Work Group proposes that all countries have a system in place to decide whether a qualification should be notified to the Commission the European Commission for listing in Annex V.7 of the directive. It puts forward the following model, in the form of a list of the basic requirements of a reliable system, which it would recommend that all countries adopt:

- The decision is made by independent body or panel
- The decision should be taken at national level, with derogation to regions in appropriate cases
- The body or panel should include those knowledgeable about architecture and architectural education
- There is full consultation with the school/universities, the professional bodies, the competent authority and other interested parties
- The system should involve detailed examination of course documents (learning outcomes), and internal and external auditing reports (visits to the school are desirable if resources permit)
- The documentary submission should be assessed against the PQD, (i.e. that the qualification fully meets all requirements), and it should be clear when and how this was assessed
- The system should be open, transparent, and clear, with the possibility of complaint or review
- The system procedures should be published, along with appropriate guidance to institutions wishing to have their qualifications listed
- Additional access to market requirements should be approved by the same or similar process, and be listed in Annex V.7.

**Policy drafted following General Coordination meeting 25 September 2009**

The ACE encourages all Member Organisations to ensure that they have a transparent and accountable process for identifying which qualifications will be proposed for listing in Annex V.7 of Directive 2005/36/EC on the Recognition of Professional Qualifications. The process should include full consultation with the school/universities, the professional bodies, the competent authority and other interested par-

ties, and it should be clear where and how in that the process the qualification is assessed against the requirements of Article 46.

Appendix 1

**Definitions**

*Definitions originally proposed by the Group*

**Accreditation (= prescription)**

The process by which a competent authority or other body determines whether a qualification fulfils the requirements of the EU Directive (the body may also determine whether it meets local requirements such as those set out in national law)

**Validation**

The process by which a professional body determines whether a qualification should give the holder the right to join that body. (Note that the professional body may have a wider role, for example encouraging high standards in the qualifications.)

**QA (quality assurance)**

The process by which educational bodies determine whether qualifications are meeting their own benchmark standards.

# Annex 3

## ARB Presentation to European Commission September 2009

UK Registration
UK Qualifications in Architecture

**Emma Matthews**
Head of Qualifications and Prescription, ARB
**Jim Low**
professor, UK's Nominated Expert to Architecture Sub-Group/ Birmingham City University

**Terminology**

ARB = Architects Registration Board
Prescribe = accredit/recognise qualifications
Prescription of Qualifications = accreditation/recognition of qualifications
Criteria = ARB's description of the minimum levels of awareness, knowledge, skills and abilities that students must achieve
Quality Assurance = practices for the assurance of academic quality and standards
Part 1 = Bachelors degree/BA or BSc (Hons)/first cycle qualification
Part 2 = Diploma/Masters/second cycle qualification
Part 3 = Professional Practice Examination/UK's Access to Market requirement

**UK's Legal Position**

Architects Act 1997 establishes ARB as a Statutory Regulator in the UK (formerly ARCUK, established in 1931)
ARB is an independent body with a lay majority (7 architects; 8 lay members); separate body to the Royal Institute of British Architects (RIBA)
Section 4 of Act – ARB prescribes qualifications for the purposes of entry onto the UK Register of Architects
ARB = UK's Competent Authority for Architects

**Requirements for Registration in the UK**

In order to register in the UK, individuals are typically required to hold the following qualifications:

| | | |
|---|---|---|
| Bachelors degree (Part 1) | 3 years, full-time (or part-time equivalent) | Meet the requirements of Article 46 |
| Diploma/Masters (Part 2) | 2 years, full-time (or part-time equivalent) | Meet the requirements of Article 46 |
| Professional Examination (Part 3) | Part-time, including 24 months practical experience | Requirement for registration in UK (access to market) |

**Typical Pattern that a Student Follows to Registration in the UK**

| | |
|---|---|
| Bachelors degree (Part 1) | 3 years, full-time (or part-time equivalent) |
| 12 months practical experience | |
| Diploma/Masters (Part 2) | 2 years, full-time (or part-time equivalent) |
| 12 months practical experience | |
| Professional Examination (Part 3) | Part-time, including 24 months practical experience |

**ARB's Prescription of UK Qualifications in Architecture**

In order to ensure the qualifications in the UK are prescribed in consistent and transparent way, the ARB uses:

- Criteria for the Prescription of Qualifications
- Procedures for the Prescription of Qualifications

**ARB's Criteria for the Prescription of Qualifications**

- Set out the awareness, knowledge, understanding and abilities which must have been achieved on completion of each qualification in architecture
- Separated into three stages – Part 1 (Bachelors degree); Part 2 (Diploma/Masters) and Part 3 (Professional Examination)
- Criteria at Part 1 and Part 2 set out the minimum standards which must be achieved in the UK and embed the 11 points set out under Article 46 of the Qualifications Directive (2005/36/EC)

**ARB's Criteria for the Prescription of Qualifications**

- Criteria at Part 3 set out the minimum standards which must be achieved, in addition to Part 1 and Part 2, to access the market
- If an individual holds a Part 1 and Part 2, those two qualifications together meet the requirements of Article 46 of the Directive
- An individual can register as an 'architect' in the UK and gain access to the market if they hold a Part 1, a Part 2 and a Part 3 qualification

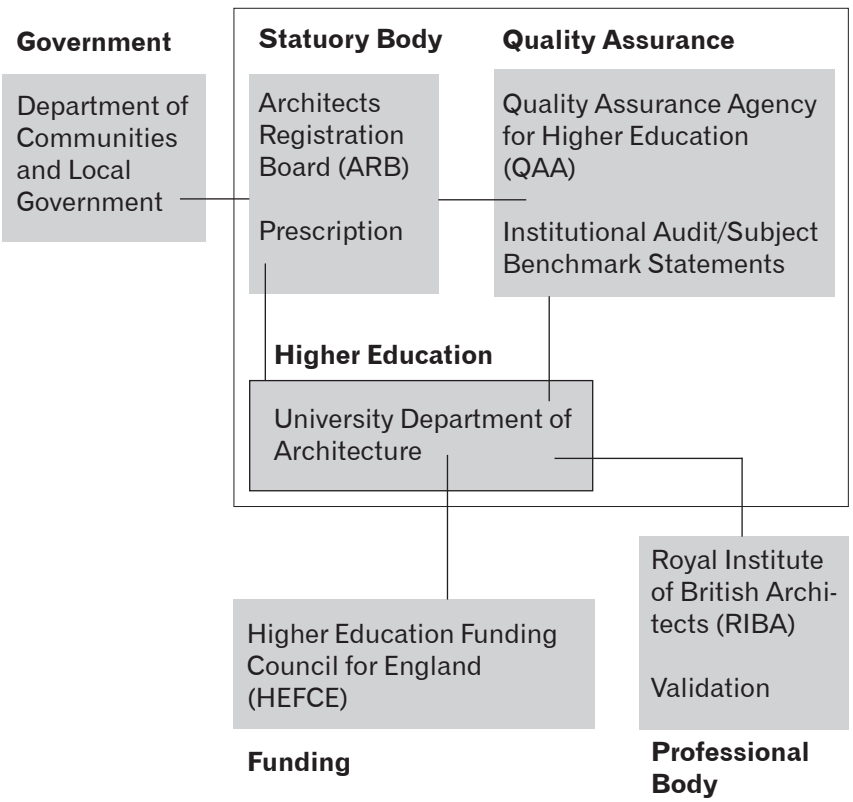
**ARB's Procedures for the Prescription of Qualifications**

- Process is transparent, robust, well established and understood by institutions in the UK
- ARB does not visit institutions; institutions submit documentary evidence to ARB
- ARB relies on evidence from a number of different sources and calls upon professional expertise before making decisions
- Prescription normally renewed every 4 years and qualifications are monitored on an annual basis

**Key Requirements of Qualifications in the UK**

• Each qualification must have been designed with the clear aim of ensuring that all those who receive the qualification meet all the ARB criteria which embed the requirements of the Directive
• The systems used by the institution must ensure that those awarded each qualification will meet all the ARB criteria which embed the requirements of the Directive for the future period of prescription
• The institution must have adequate resources to maintain, and where appropriate increase the achievements of students in meeting the ARB criteria which embed the requirements of the Directive

**UK Quality Assurance Processes – Context**




**UK Quality Assurance Processes**

• Quality Assurance Agency for Higher Education (QAA)
• Roles and responsibilities
• Precepts
• Subject Benchmark Statements
• University Quality Assurance Processes and Procedures
• University Annual Course Monitoring Cycle
• Programme Specifications

**UK Quality Assurance Processes**

- Module Descriptors
- ARB Criteria Mapping Exercises
- ARB Prescription

**Summary of ARB Prescription and UK Quality Assurance Processes**

| | Higher Education Universities | Statutory Regulator ARB | Professional Body RIBA |
|---|---|---|---|
| Year 1 | University Quality Assurance Processes<br>BA (Hons) Architecture Part 1 Course Approval | Prescription Part 1<br>ARB Board | New Courses & Course Changes Committee |
| Year 2 | External Examiners' Reports and Responses<br>Cohort Statistics | Annual Monitoring Part 1 | RIBA Monitoring |
| Year 3 | External Examiners' Reports and Responses<br>Cohort Statistics<br>Documentation for RIBA Visiting Board<br>Outcomes of first cohort | Annual Monitoring Part 1 | RIBA Validation BA (Hons) Architecture Part 1 |
| Year 4 | University Quality Assurance Processes<br>Diploma/Masters in Architecture Part 2 Course Approval<br>External Examiners' Reports and Responses<br>Cohort Statistics | Prescription Part 2<br>Part 1 Prescription Resubmission<br>ARB Board | New Courses & Course Changes Committee - Diploma/Masters in Architecture |
| Year 5 | External Examiners' Reports and Responses<br>Part 1 and Part 2<br>Cohort Statistics | Annual Monitoring Part 1 and Part 2 | RIBA Monitoring |
| Year 6 | External Examiners' Reports and Responses for Part 1 and Part 2<br>Cohort Statistics<br>Documentation for RIBA Visiting Board<br>Outcomes of first cohort | Annual Monitoring Part 1 | RIBA Validation Diploma/Masters in Architecture<br>Part 2 |

# Annex 4

## Education Qualification and Access to Market in Architecture in Latvia

Workgroup meeting Copenhagen 09.03.2010

**Ugis Bratuskins**
Riga Technical University

**Education in architecture**
Academic Bachelor's Level 3.5 years
Professional Architect's Level 2.0 years
Academic Master's Level 2.0 years
Academic Doctoral (PhD) Level 3.0–4.0 years

**Requirements to the education of architects**
• local document of Council of Ministers of Latvia (based on Directive 2005/36/EC)
entrance competition
bachelor's thesis
diploma project

**Responsible institution**
• Riga Technical University

**Standards of profession** (based on Directive 2005/36/EC)
• Ministry of Education and Science
• Ministry of Welfare

• access to market
degree
qualification
Academic Bachelor's Level
Professional Architect's Level
entrance competition
bachelor's thesis
diploma project
• education in architecture

• access to market
3.0 years
supervised practice
competence test
responsible institution:
• Latvia Association of Architects
degree
qualification
Academic Bachelor's Level
Professional Architect's Level
entrance competition
bachelor's thesis

# Annex 5

## RIAI Qualifications Accreditation System

Board of Architectural Education
Visiting Board Procedures

Adopted by RIAI Council on 25 January 2008

### 1.0 Introduction

1.1 From its foundation in 1839 the RIAI committed itself to the development of knowledge required for the practice of architecture. The RIAI's responsibility in the matter of architectural education stems from its role in fostering the evolution of the architectural profession in Ireland.

1.2 The Council of the RIAI is charged with determining all matters relating to the educational policy of the Institute. In discharging this responsibility, Council established the Board of Architectural Education (BAE), whose function is to advise Council on all matters relating to the education and training of Architects and of Architectural Technicians and to carry out such related functions as Council may determine. Among these are:

- Liaison with educational institutions with regard to the conduct and content of courses devoted to the education and training of Architects and Architectural Technicians.
- Accreditation of architectural courses and architectural technology courses which are consistent with RIAI education policy.
- Monitoring changing requirements for architectural education and training.

1.3 The process of Accreditation is entrusted to Visiting Boards appointed by Council. Their role is to carry out an objective assessment of the content and standard of courses in terms of the requirements set out in the Institute's 'Statement of Policy on Architectural Education', so as to ensure, in the interests of students, the public and the architectural profession, that the range of skills and the standard of performance attained/demonstrated by students graduating from the course is adequate in terms of preparation for a career in architectural practice.

1.4 In formulating its Visiting Board Procedures the Institute has had regard to the UIA Recommended Guidelines for the Accord Policy on Accreditation / Validation / Recognition, adopted in Beijing, 1999. The Procedures also take cognisance of the Qualitative Criteria set out

in the UNESCO-UIA Validation System for Architectural Education, adopted by the XXII UIA General Assembly in Berlin, July 2002.

## 2.0 Accreditation Cycle

2.1 The Accreditation process for any academic programme is initiated by an invitation to the RIAI issued by the President/Principal/Registrar of the educational institution concerned.

2.2 Approved undergraduate courses in Architecture are normally evaluated quinquennially.

2.3 Approved post-graduate courses in professional practice are normally evaluated quinquennially.

2.4 Approved undergraduate courses in Architectural Technology are normally evaluated quinquennially.

2.5 Courses seeking accreditation for the first time or reinstatement of accreditation which has lapsed are normally visited at least once annually until a decision on accreditation has been reached.

2.6 Formal evaluation Visits for the purpose of Accreditation renewal are carried out at the relevant intervals by full Visiting Boards. Such Visits are normally carried out in two Phases: Phase 1 during term-time and Phase 2 at the conclusion of the same academic year, during the period when the year's work is on exhibition. In the case of post-graduate courses in professional practice the Phase 1 and Phase 2 activities are normally combined within a single Visit.

Where possible, Visiting Boards are scheduled to align with the Educational Institution's internal Quality Assurance cycle for the course concerned.

2.7 Subject to agreement between the Educational Institution and the RIAI, Intermediate Visits to any Approved course for the purposes of dialogue and review may be arranged. These are conducted by a panel of at least two persons drawn from the Visiting Board Panel.

## 3.0 Visiting Boards

### 3.1 Visiting Board Schedule

At the first meeting following the appointment by Council of an incoming Board of Architectural Education, the Education Director sets out the Visits scheduled for the year, to include:

- Programme/Timelines for each Accreditation exercise
- Dates proposed/agreed
- Chair and Board Members where these have already been approved
- Draft proposals for other Boards as necessary.

In the course of the year further requests for Accreditation may be received from Educational Institutions (*See Section 3.5: Accreditation of a New Course*).

The Visiting Board Schedule is amended as necessary.

### 3.2 Visiting Board Composition

Each Visiting Board consists of a Chair and at least 4 ordinary members. The Accreditation Process Advisor is an ex-officio member of every Visiting Board. Members, being Registered Members of the Institute, are eligible for appointment to any Visiting Board. Architectural Technician Members of the Institute are eligible for appointment to Visiting Boards for courses in Architectural Technology.

The Chair may be a member of the Board of Architectural Education, and should be a person with experience as a member of previous Visiting Boards.

The ordinary members are to be chosen to represent the various categories of Institute members as appropriate to each course. Such a variety would include:

- Experienced and younger members;
- Members with experience in Architectural teaching;
- Members with experience in the Public Sector and in the Private Sector
- At least one member should have served on a previous Visit to the course in question.
- At least one member should have served on a Visit to another equivalent course, e.g. Architecture or Architectural Technology as appropriate. To facilitate evaluation of non-studio work the inclusion of practitioners who have lecturing experience is desirable.

No person who is a staff member (full-or part-time), extern examiner, recent graduate of the course in question (within the previous seven years) or is a close relative of student or staff-member at the school concerned, may serve on a Visiting Board.

### 3.3 Appointment of Visiting Boards

The Education Director, in consultation with the Accreditation Process Advisor and the BAE, will arrange the formation of a Visiting Board for a particular course. [1]

Following approval by Council the Education Director notifies the Chairs and sends them each a copy of RIAI Visiting Board Procedures, the projected timeframe for the Accreditation Exercise, the current RIAI Statement of Policy on Architectural Education, and the relevant 'RIAI Standard of Knowledge, Skill and Competence'.

### 3.4 Accreditation Visits

The procedures described here are those followed in the case of a Visit to an Accredited course for the purpose of Accreditation Renewal.

#### 3.4.1 Before the Visit

Normally at a time not less than three months in advance the Education Director agrees with the Educational Institution the dates of the Phase 1 and Phase 2 Visits. [2]

The Education Director then writes:

(a) to the President/Principal of the Educational Institution where the course is held to confirm the Visit and the dates;

**1** The process of ascertaining availability of Board Members for the relevant dates will be established by RIAI Education Officer, who also makes all travel and accommodation arrangements for Visiting Board members.

**2** The academic year during which an accreditation Visit is to be made to a course should have been indicated in the previous Visiting Board Report. The Board itself then reviews the previous Visiting Board Report and the documentation submitted by the school, issues which need particular attention, the Visit Timetable, allocation of tasks during the Visit and any other matters relevant to the particular visit.

(b) to the Course Director

• enclosing a copy of the 'RIAI Visiting Board Procedures' ,'RIAI Statement of Policy on Architectural Education' and the relevant RIAI Standard of Knowledge, Skill and Competence

• outlining the purpose of the Visit

• requesting the submission of the required documentation by a date not less than six weeks before the date of the proposed Phase 1 Visit. (*Table 1*)

• setting out documentation to be available during the Phase 1 and Phase 2 Visits. (*Tables 2 and/or 3*). Where more than one course is to be assessed a separate set of documentation should be submitted for each.

• Describing the facilities the Institution is asked to provide (*Table 5*);

(c) to the Visiting Board Chair and Board Members confirming:

• Date for Board's Preliminary Meeting

• Dates of Visit/s

On receipt of the material set out in Table 1 a set is sent to the Accreditation Process Advisor Chair for verification that it is complete. If the documentation is incomplete the Educational Institution shall be so notified within two weeks and the required material shall be submitted to the RIAI within a further two weeks.

The complete set of documentation is then sent to each member of the Visiting Board. Normally not less than one month before the Phase 1 Visit, the Education Director writes to the school setting out the detailed timetable for the Visit. Indicative timetables are set out in the Appendix to these Procedures. In advance of the date set for the Phase 1 Visit the Chair of the Visiting Board convenes a Preliminary Meeting of the Board together with the Accreditation Process Advisor, briefs the members of the new Board all of whom will have had the opportunity to read and consider all of the documentation submitted by the Institution.

**3.4.2 During the Visit**

The function of the Board is to assess the content and quality of the course and the standards of performance achieved by students in the course. In their assessment and general observation of the course, its students and its staff the Visiting Board should have regard to the 'RIAI Statement of Policy on Architectural Education' and the relevant RIAI Standard of Knowledge, Skill and Competence.

The Board should pay particular attention to the standard of work in the final year of the course which is to be accredited.

The Chair is responsible for the direction of the Visiting Board's work during the Visit. The Accreditation Process Advisor advises the Chair, monitors the activities of the Board to ensure that the Visit is conducted in accordance with RIAI Visiting Board Procedures and in a manner consistent with visits to other Courses. The Accreditation Process Advisor also acts as note-taker for the duration of the Visit.

The programme for the Phase 1 Visit will usually include:

- Brief meeting with President and Dean of Faculty of the Educational Institution.
- Meeting with Head of School / Course Director
- Meeting with course staff and introduction to work in progress
- Inspection of course facilities
- Meeting with course students
- Sampling of lectures, seminars or reviews which may be taking place
- Informal visits to studios to see work in progress

The Head of the School, Staff and Students should be given the opportunity to raise any issues they consider relevant to the Visit.

The programme for the Phase 2 Visit will usually include:

- Meeting with Head of School / Course Director
- Review of exhibited work guided by appropriate staff member
- Assessment of documentation in relation to exhibition
- Review of broadsheets, examination scripts and portfolios from previous and current years
- Meeting with External Examiners

Visiting Board members should review the material provided in a systematic manner. During the Phase 2 Visit, particular care should be taken in the examination of representative portfolios in the 'high fail' and 'low pass' categories. Visiting Board members should review individual students' work over the whole of the academic year. A representative sampling of examination scripts, dissertations, case studies or other non-studio work should be examined on a similar basis.

**3.4.3 Following the Visit**

The Chair, through the RIAI, writes to the school to thank it for hospitality received and to explain the procedures the Institute adopts in drafting and ratifying a Report.

The Accreditation Process Advisor, in consultation with the Chair, prepares a draft Visiting Board Report. Where more than one course is being reviewed in the course of the Visit, separate Reports should be prepared in relation to each.

The Draft Report, as agreed by the Visiting Board, is presented to the BAE for its information. The BAE may refer any issue arising from the Report to Council for comment or decision.

The Education Director sends a copy of the draft Report to the principal of the Educational Institution, with a request to respond within one month if any observation in the Report is factually incorrect.

After receipt of the Educational Institution's observations, if there be any, the Accreditation Process Advisor in consultation with the Chair prepares a Final Draft Report.

The Chair of the Visiting Board and the Accreditation Process Advisor present the Final Draft Report to BAE. The BAE normally ratifies the content of the Report, confining comment to presentation of the information therein.

The BAE Chair, accompanied by the Chair of the Visiting Board, presents the Final Draft Report to Council. Council normally accepts the content of the Report, confining comment to presentation of the information.

The Education Director sends a copy of the approved Report to the Educational Institution, and writes to the members of the Visiting Board to thank them for their services.

The Accreditation Process Advisor, in consultation with the Chair, prepares for the BAE a separate 'Process Report' on the conduct of the visit, including any recommendations for amendments to Visiting Board Procedures. The BAE, having considered the Process Report, forwards it to Council with its recommendations.

### 3.5 First Accreditation of an Established Course

Where an existing course which already has a full degree programme in place is seeking RIAI accreditation for the first time the process is as described in Section 3.4: Accreditation Visits. However there should be a Preliminary Meeting between the Head of School/Department and Management of the educational institution and members of the education division of the RIAI before Submission of Documentation.

The documentation to be supplied before and during Visits is set out in Tables 1 and 2.

## 3.0 Accreditation of a New Course

In the case of a new course, the Institution proposing the course is invited to consult with the RIAI at an early stage in the development of the programme about any aspects of the proposal, but in particular its philosophical approach and vision of architectural education.

Such approaches are referred to the Education Director and reported to the Accreditation Process Advisor, BAE and Council. The Education Director acknowledges the approach on behalf of the BAE, enclosing copies of these Procedures and of the 'RIAI Statement of Policy on Architectural Education' and the relevant 'RIAI Standard of Knowledge, Skills and Competences'.

The consultation phase can be expected to involve exchanges of documentation and informal meetings between the staff and management of the educational institution and members of the education division of the RIAI.

When a developed proposal has been completed, the President of the institution proposing the course submits to the RIAI Board of Architectural Education its formal application for Accreditation. Documentation to be submitted with the application is set out in Table 4. Where the course has already admitted students, any available information relating to statistics, examinations, marks, QA reports, etc., as set out in Table 1, should be submitted.

On receipt of an application for accreditation the BAE will appoint a Visiting Board as set out in Section 3.2.

The Visiting Board will review the application, having regard to the 'RIAI Statement of Policy on Architectural Education', the relevant 'RIAI Standard for Knowledge, Skills and Competences', the academic standing, resources and structures of the educational institution within which the course is to be provided and the calibre of proposed and/or existing school leadership and staffing. The Board may seek from the Applicant Institution clarification in writing on any issues relevant to the course proposal.

The Visiting Board will carry out a visit to the Applicant Institution, at which it will meet the Principal of the Institution, Head of School/ Department, Course Director and relevant staff, review the physical resources and observe existing courses in action. Where the course has already admitted students, the requirements set out in Table 2 for material to be made available to the Visiting Board should be met in so far as is possible.

## 4.0 Visiting Board Reports

### 4.1 Content

A Final Visiting Board Report covers, inter alia, and in the following sequence:

- The statement that the Report is confidential.
- Purpose of the Visit, its date, and Board composition
- A description of the Visit
- A review of:
- Course philosophy
- Course structure and content
- Lecture subjects
- Studio work
- Facilities
- Staffing
- Observations and recommendations, as considered appropriate
- A clear recommendation as to whether RIAI accreditation of the course should be renewed and, if so, the number of years for which this accreditation will apply. Maximum = 5 years.
- Any conditions, such as appointment of an advisor, requirement for submission of annual reports, re-visits.
- Provisional date (academic year) for the next Visit to the course.

Interim Visiting Board Reports, which are intended to record the progress of the Accreditation process, may contain advice and recommendations indicating to the School areas in which improvements which improvements need to be made and steps that might be taken by the School, and may propose a provisional date for a further Visit.

### 4.2 Confidentiality

Visiting Board Reports and all correspondence relating to them must be treated as confidential by everybody involved. This confidentiality allows the Visiting Board to be frank in its comments and advice, on the basis that the process has a critical function in maintaining the quality of courses.

Under the Freedom of Information Act 1997 any public body must make Records available when so requested under the terms of the Act, unless they come into one of the categories of records which are exempt. If the document is the property of a Third Party they must first seek that Third Party's consent.

Under the terms of the Act all of the Universities and Institutes of Technology are 'public bodies', a Visiting Board Report constitutes a 'Record' and RIAI Visiting Board Reports are the property of the RIAI.

Section 26 of the Act provides that information given to a public body in confidence and on the understanding that it will be kept confidential is exempt from disclosure where disclosure of the information would prejudice the giving of further information of that type and where it is important that the public body should receive further information of that type. RIAI Visiting Board Reports meet these criteria. However, in order to avail of this exemption the following conditions must be met:

- The RIAI should confirm in writing with the Third Level Institution that any information given pursuant to a Visiting Board report is given in confidence and on the understanding that it be treated as confidential.

This must be done at the time the report is given to the Third Level Institution.

- The Report itself, and any drafts of the Report, should be marked 'Confidential'.

The Third Level Institution should also be requested to limit circulation of the Report to those persons who have a role in delivery and maintenance of quality of the course.

## 5.0 Approval

### 5.1 Provisional Approval

Having completed its review of a course seeking accreditation for the first time the Visiting Board will recommend to the BAE that the course be accorded or refused Provisional Approval. Provisional Approval is dependent on the Board forming the view that the course if implemented as planned will meet RIAI criteria.

If the Board considers that the course as planned would not meet RIAI criteria, but that with adjustment it might do so, it may issue an Interim Report indicating to the School the areas in which improvements need to be made and steps that might be taken by the School, and may propose a provisional date for a further Visit.

This sequence of Visit and Interim Report may be repeated until

such time as the Visiting Board considers that it can make a definitive recommendation to the BAE.

It is the view of the RIAI that Provisional Approval should be in place before the first intake of students into the course.

**5.2 Final Approval**

A Course which has been accorded Provisional Approval will be visited annually by a Visiting Board, at a time to be agreed, until the first cohort of students has completed the course. Where circumstances warrant such annual visits may be carried out by a reduced Visiting Board.

Following the visit at which the work of the first cohort of graduating students has been reviewed, the Visiting Board will prepare its Final Report and recommend to the BAE that the course be accorded or refused RIAI Approval.

**5.3 Continued Approval**

A course is normally granted Approved status for a maximum period of five years. The academic year during which the next accreditation visit will fall due is indicated in the Visiting Board's Final Report.

An Educational Institution should notify the RIAI of any significant changes in circumstances concerning the course which occur in the intervening period.

The Education Director will consult with the BAE to ascertain if the changes carry any implications for the accreditation status of the course and may institute measures to address these.

## 6.0 Published Information

Any information issued by the educational institution during the accreditation process and which makes reference to the RIAI should be referred to the RIAI for comment before publication.

## 7.0 Appeals

An Educational Institution that wishes to appeal a decision to refuse or to withdraw RIAI approval must do so within 28 working days of the date of issue of the Visiting Board Final Report. For the purposes of the Appeals Procedure the relevant date is that on which the Report is dispatched from the Institute.

**Procedure**

a) The Institution shall submit in writing the grounds for the appeal, providing documentary evidence where relevant. Appeals should be addressed to the Board of Architectural Education.

b) The appeal will be adjudicated by an Accreditation Appeals Board, appointed by Council, consisting of two Members of the RIAI and one member of another professional body. At least one member of

the Board shall be a person with experience of accreditation processes in another system. No person who is a member of the Visiting Board whose recommendation is the subject of the appeal shall be a member of Appeals Board.

c) The Appeals Board shall consider the appeal and consult as appropriate with the members of the Visiting Board. Representatives of the Educational Institution shall have the right to present its case to the Appeals Board in person.

d) The Appeals Board will undertake a review of the original recommendation and present its findings to RIAI Council. The decision of the Appeals Board shall be final.

## 8.0 Accreditation Fees

A schedule of fees payable by educational institutions participating in the accreditation process is published separately from time to time.

TABLE 1

Documentation to be Submitted to RIAI in advance of a Phase 1 Visit to an Accredited or Established Course in Architecture or Architectural Technology.

The Educational Institution should send to the RIAI before the submission deadline 7 copies of each of the following:

| | |
|---|---|
| 1 | Title of course and Qualification awarded |
| 2 | Course Prospectus |
| 3 | Brief description of the history of the course, its philosophical approach and vision of architectural education, together with a 1500-word assessment by the Director of the course of its strengths, weaknesses and current direction |
| 4 | Course duration and structure<br>In Appendix: Summary schedule of course elements in tabular format with curriculum outline and allocation of assessment |
| 5 | For each element of the course, including studio programmes:<br>• Course descriptions, including syllabus content<br>• Pre-requisites<br>• Learning Objectives and Outcomes<br>• Mode/s of assessment<br>• Course handouts<br>• Reading lists<br>• Credits |

| | |
|---|---|
| | • Examination papers for each of the years of the course in the year immediately preceding the visit |
| 6 | Timetables |
| 7 | Brief description of management and decision-making structures |
| 8 | Brief description of Peer Review / Quality Assurance procedures |
| 9 | Staff lists of all full-time and part time academic and support staff, Visiting lecturers and critics. Curricula Vitae of all staff, including practice, awards, research, publications, and other non-teaching work. Summary CVs of Extern Examiners. Visitors, Critics |
| 10 | Statement of physical resources, including studios, teaching spaces and equipment, laboratories and workshops, library facilities, staff accommodation, resource centres, computers and information systems. This statement should also record significant changes that have taken place since the previous Visit |
| 11 | Brief summary of post-graduate programmes and of research carried out by staff and/or students |
| 12 | Information on admission / transfer criteria and brief statement on any characteristics of the student population which might influence the nature of the course |
| 13 | Information on assessment processes and on progression / graduation requirements |
| 14 | Statistical information on student numbers, numbers graduating, staff numbers, staff-student ratio |
| 15 | Student appraisal, to be authored by students and appended to the document |
| 16 | Latest internal Peer Review/Executive Summary of Quality Assurance Report |

*The School may, if it wishes, provide brief supplementary information on other School activities such as publications, exhibitions, competitions, etc. This must be presented in a separate document clearly identified as 'Supplementary Information'.*

TABLE 2

Documentation to be made available to Visiting Board during a Phase 1 Visit to an Accredited or Established Course in Architecture or Architectural Technology
The Educational Institution should ensure that the following documentation is available to the Board during its Visit.

| | |
|---|---|
| 1 | Samples/Display for each stage/year of the programme of: studio projects, lecture-based subjects, assignments, field trips, complete with relevant handouts, methods of assessment and indicators across a range of results (fail, lowest pass, middle and high grades.)<br><br>The school may decide on the mode of display or presentation. The objective is to present the work of the course clearly so that the members of the Visiting Board can make most effective use of the time available |

TABLE 3

Documentation to be made available to Visiting Board during a Phase 2 Visit to an Accredited or Established Course in Architecture or Architectural Technology
The Educational Institution should ensure that the following documentation is available to the Board during its Visit.

| | |
|---|---|
| 1 | External Examiners Reports' for each academic year since the previous Visit |
| 2 | Mark broadsheets for each course year, for every academic year since the previous Visit |
| 3 | Samples of Examination Papers and students scripts; for each module/subject for each course year for each year preceding the Visit: 5 3 Highest fails, 5 3 Lowest passes, 3 average passes and 5 3 Highest passes. This sampling should also include all other assignments, essays, reports (non-studio work) and/or dissertations |
| 4 | Full Academic Portfolios in hard copy format containing: the students' examination scripts, all written thesis reports and studio project work, including roughwork. sketch pads for each year since the previous visit on a sample basis including:<br>• For non-final years one each of: highest fail, lowest pass and highest pass |

| | |
|---|---|
| | • For Final years, three each of: highest fail, lowest pass, highest pass, Grades 1:1, 2:1 and 2;2 as applicable |
| 5 | An Exhibition of work should demonstrate the clear progression of each of the stages and how they relate to each other in the structure of the three/five year programme |

*All work should be clearly labelled so that members of the Visiting Board can identify the student whose work it is, the Year and the element of the course to which it relates.*

TABLE 4

Documentation to be made available to Visiting Board during a Visit to an Accredited or Established Post-Graduate Course in Professional Practice.
The Educational Institution should ensure that the following documentation is available to the Board during its Visit.

| | |
|---|---|
| 1 | External Examiners Reports' for each academic year since the previous Visit |
| 2 | Mark broadsheets for every academic year since the previous Visit |
| 3 | A representative sample of examination papers and examination scripts, Case Studies, CVs and/or Self-Appraisal Reports: highest fail, lowest pass, average pass and highest pass, for the current academic year and the year preceding the Visit |
| 4 | Record of recent internal audit exercise which takes into account the views of employers |

TABLE 5

Documentation to be Submitted to RIAI in advance of a First Accreditation Visit.
The Educational Institution should send to the RIAI seven copies of each of the following:

| | |
|---|---|
| 1 | Proposed Title of course and Qualification to be awarded |
| 2 | Brief description of the background to the course and course objectives, in the context of its philosophical approach and vision of architectural education |

| | |
|---|---|
| 3 | Brief description of management and decision-making structures, including internal Quality Assurance / Peer Review systems/ Advisory Body |
| 4 | Course structure and content |
| 5 | Entry requirements and Examination and Assessment structures |
| 6 | Statistical information on proposed student intake, transfers from other courses/institutions, staff numbers, staff-student ratio |
| 7 | Staff structure, designations and selection criteria (includ ing practice, research, publications and other non-teaching work) together with the CVs of any existing staff |
| 8 | Statement of physical resources including studios, teaching space and equipment, laboratories and workshops, library facilities, resource centres, computers and information systems |

*Where the course has already admitted students, any available information relating to statistics, examinations, marks, QA reports, etc., as set out in Table 1, should be submitted.*

TABLE 6

Facilities for Visiting Board during a Visit.
The school is asked to provide:

| | |
|---|---|
| 1 | A private Meeting Room for use of the Board, with:<br>• telephone and e-mail access<br>• facilities for viewing student work presented in electronic format |
| 2 | Refreshments for the Visiting Board members in the Meeting Room which has been set aside for their use |
| 3 | A member of staff nominated as facilitator/guide for the Board for the duration of the Visit |

## Indicative Visiting Board Timetables

These timetables are indicative only as to the sequence and duration of events, and can be modified to suit the particular circumstances. At any Visit the Chair may decide to divide the Board to separately review different areas of the course.

The Chair may set aside time during the Visit for discussion, between the Head of the School, the Staff and the Visiting Board, on the general status of architectural education and any need for change in policy or approach by the profession or the schools.

### Phase 1 Visit

| | |
|---|---|
| 9.00–9.30 | Private meeting with President and Dean of Faculty |
| 9.30–10.00 | Private meeting with Head of School/Department of Architecture/Architectural Technology. |
| 10.00–10.30 | Orientation tour of premises including brief introduction of Board to staff and students. |
| 10.30–12.00 | Members of the board divide their time between:<br>• making informal visits to studios to see work in progress on boards/computers<br>• talking to students and members of staff individually<br>• sampling any lectures, seminars or reviews which may be taking place |
| 12.00–12.30 | Private meeting of Visiting Board |
| 12.30–13.30 | Lunch – Staff and Visiting Board |
| 13.30–14.20 | Private Meeting with Students. All students should be invited to attend |
| 14.20–14.30 | Private meeting of Visiting Board |
| 14.30–15.30 | Private Meeting with Staff. All full- and part-time academic and support staff should be invited to attend |
| 15.30–16.00 | Private meeting of Visiting Board |
| 16.00–16.45 | Meeting of Chair and Accreditation Process Advisor with Head of School/Department/Course Director [3] |
| 16.45–17.15 | Private meeting of Visiting Board to assess progress and identify particular issues to be addressed during Phase 2 Visit. |

**3** The Head of School/Department may choose to have selected staff in attendance at this session.

After the Phase 1 Visit an Interim report is prepared by APA noting particular issues to be reviewed during the Phase 2 Visit.

### Phase 2 Visit

On the day preceding the Visit, at a time to be arranged, the members of the Visiting Board will meet at a location independent of the School to review the outcome of the Phase 1 Visit and set strategy for the following day.

| | |
|---|---|
| 9.00–9.30 | Meeting of Chair and Accreditation Process Advisor with Head of School/Department/Course Director |
| 9.30–11.00 | Tour of exhibited work guided by a member of staff for each Year |
| 11.00–12.30 | Members of the Board divide their time between in spection of:<br>• portfolios<br>• examination papers, scripts and dissertations, marks, broadsheets, etc. |
| 12.20–13.00 | Private Meeting of the Visiting Board |
| 13.00–14.00 | Lunch Staff and Visiting Board |
| 14.00–15.00 | Meeting with Extern Examiners |
| 15.00–16.00 | Members of the Board continue their inspection/re view of Exhibition, student work, marks broadsheets, etc. |
| 16.00–16.30 | Private Meeting of the Board |
| 16.30–17.15 | Private Meeting between Chair and Accreditation Pro-cess Advisor and the Head of School/Department. |

# Annex 6

## Procedures for the Prescription of Qualifications

Architects Registration Board
8 Weymouth Street London W1W 5BU
www.arb.org.uk

## Foreword

The Architects Act 1997 gives the Architects Registration Board ('the Board') the duty of determining who has the legal right to practise as an architect in the UK. Most architects are registered by the Board because they have a qualification and practical experience that the Board has prescribed. The Board therefore has a statutory duty to set the standards required of someone who wishes to be registered and the prescription of qualifications is therefore central to the Board's work.

In 2010 the Board revised its published criteria which set out the minimum levels of knowledge, understanding and skills that students of architecture must acquire at key stages in the process of qualifying as an architect. The revised criteria become effective in April 2011 and will continue to form the basis upon which the Board makes decisions as to whether or not qualifications can be prescribed. Before the Board prescribes a qualification it has to be satisfied that any person to whom it is awarded has and will have met all criteria at the appropriate level.

The procedures set out in this document describe how from April 2011 universities, schools of architecture and other similar institutions that award an architecture degree, diploma, or the like, may apply for and obtain the decision of the Board as to whether it will be recognised as a prescribed qualification. They replace (from that time) the previous 'Procedures for the Prescription of Qualifications' published by the Board in November 2002. The new procedures have been drawn up following consultation with universities, schools of architecture, the Standing Conference of Heads of Schools of Architecture (SCHOSA), the Association of Professional Studies Advisers in Architecture (APSAA), the Royal Institute of British Architects (RIBA) and others. The Board is grateful to all those who have participated in the review of these procedures.

It is intended that the procedures continue to be simple to operate both from the point of view of the applicant institution and of the Board. The institution retains the freedom to decide what material will best support its application. The procedures continue to enable the institution to receive a decision in good time before prescription may start and

to meet the Board's staff before submitting its application to discuss the procedures. They also remain reasonably flexible in order to accommodate the position of individual applicants and, if needed, to allow for adjustments which may particularly be needed in the early years. Newer features of the procedures include clarification on the consultation process which applies when qualifications are prescribed for the very first time; clarification of the Board decision making process; information relating to the notification to the Board of significant and minor course changes; and the relevant requirements which stem from the Mutual Recognition of Professional Qualifcations Directive (2005/36/EC). Furthermore, adjustments have been made to the standard conditions of prescription which apply once prescription has been granted. The Board's Staff will be happy to provide guidance in relation to any of the revisions.

**Beatrice Fraenkel**
Chair, Architects Registration Board

April 2010

## Introduction

The Architects Act 1997 states in section 4(1)(a) that a person is entitled to be registered if:

a) he holds such qualifications and has gained such practical experience as may be prescribed; or

b) he has a standard of competence which in the opinion of the Board, is equivalent to that demonstrated by satisfying paragraph (a).'

The Act places on the Architects Registration Board ('the Board') the responsibility for prescribing the qualifications and practical training experience required for entry onto the UK Register of Architects. The prescription of qualifications is one of the keys to the Board's strategy, which is to protect the consumer, support architects through regulation, and deliver the Architects Act 1997. The Board publishes criteria, which set out the minimum levels of knowledge, understanding and skills that students must acquire at key stages in the process of qualifying as an architect.

The underlying framework for the criteria is to be found in Article 46 of the Mutual Recognition of Professional Qualifications Directive (2005/36/EC). The Directive sets out the minimum requirements for the length and core areas of study for architecture qualifications across the European Union. It facilitates mutual recognition of those qualifications and the right of establishment and freedom to provide services across the European Member States. ARB is the UK's Competent Authority for Architects and as such has the responsibility of ensuring that all UK qualifications for the practise of architecture comply with the requirements of the Directive as well notifying the relevant qualifications to the European Commission.

These Procedures, which are rules pursuant to section 23(1) of the Architects Act 1997, set out what a university, school of architecture, institution, or similar organisation must do in order to maintain the prescription of a qualification or examination recognised by the Board. In addition, they set out the procedure leading to the prescription of a qualification or examination for the first time. In such cases the Board has a duty to under section 4(3) of the Act to consult the bodies representative of architects which are incorporated by royal charter and such other professional and educational bodies as it thinks appropriate. The Board cannot delegate its duties under the Act to prescribe qualifications.

The procedures also set out what a university, school of architecture, institution or similar organisation must do to notify a significant or minor change to a prescribed qualification to the Board.

## Definitions

Unless the context otherwise requires:

- 'Application' includes material submitted in support of it.
- 'The Board' may include authorised members of the Architects Registration Board and its officers
- 'Criteria' mean the Board's criteria current at the relevant time (which may include criteria to come into force during the period of prescription).
- 'Institution' refers to the university, college or other body that is responsible for a course leading to a qualification.
- 'Notice' and 'notify' means a notice in writing and includes a notice sent electronically.
- 'Prescribed Qualification' means a qualification prescribed by the Board under section 4(1)(a) of the Architects Act and 'prescribe' has the same meaning as that used in the Act.
- 'Prescription' includes the process by which qualifications are prescribed by the Board (the prescription of qualifications) and the result, namely that which a qualification obtains if it is prescribed by the Board under the Architects Act 1997 (thus a qualification 'has', 'gains' or 'loses' prescription).
- 'The Profession' refers to those on the Register of Architects.
- 'Programme specification', as defined by the Quality Assurance Agency, is a concise description of the intended outcomes of learning from a higher education programme, and the means by which these outcomes are achieved and demonstrated. These typically include the educational aims of the programme; the intended learning outcomes; strategies for teaching; learning and assessment; and an outline of the structure of the course.
- 'Qualification' includes an examination or assessment and, where appropriate, refers to first degrees, second degrees and diplomas, and professional practice examinations designated as Parts 1, 2 and 3 in the Board's criteria for the prescription of qualifications.

• 'School' refers to the academic unit within an institution that is responsible to it for the conduct of the course. A school may be an institution.

## Principles

The procedure is based on these cardinal principles:

a) The Board will make its decision on the basis of the material submitted with the application (and such other material that the institution or school supplies at the request of the Board);

b) The institution is free to decide what material it considers justifies its application.

The Board will provide guidelines as to what material it expects to be provided (see ARB's Good Practice Handbook). [1]

1 Weblink for Good Practice Handbook: http://www.arb.org.uk/qualifications/prescription_of_qualifications/good_practice_handbook/default.php

## Applying for Prescription of a New Qualification

• Qualifications for which prescription has never been sought before
• Currently prescribed qualifications that have been subject to major modification in terms of structure and content.

### Notifying the Board of an intention to apply

**1.0** An institution which intends to apply for the prescription of a qualification should request a planning meeting with the Board's staff, up to 12 months before applying, in order to gain a clear understanding of the steps that should be taken by it prior to the submission of the application. At that meeting the institution should be represented by those who are responsible for the preparation and submission of the application and for the assembly of material to support it.

A relevant member of the institution's Quality Assurance staff, or faculty equivalent, should also be present. The purpose of the meeting is to discuss the procedure to be followed by the Institution before submitting its application for prescription, how the application will be considered by the Board, and what occurs when prescription is granted. The Board will not provide advice or guidance on the content of the application, or of any supporting material, as this is solely for the institution to decide (see paragraph 1.6). The meeting will be informal.

No pre-application communication is to be relied upon to vitiate any part of the prescription procedure itself.

**1.1** An institution must notify the Board of its intention to apply for the prescription of a qualification

• not less than 12 months
• and no longer than 18 months before the date from which prescription of the qualification is to begin.

**1.2** The notification should be in writing and must include the following:

• Details of the title, length and mode of the qualification;

• The up-to-date programme specification for the qualification;

• The date on which the Board should expect to receive the full application (which must be within 8 weeks of the date on which the notification letter is received by the Board); and

• Any other information that is material to the application in accordance with these procedures.

**Submitting the application**

**1.3** The institution will submit its application to the Board within 8 weeks of the date of the notice given under paragraph 1.2 above. A school may submit an application on behalf of an institution provided that it is accompanied by the appropriate written authorisation from the institution. The application must be submitted either in hard copy, or electronically. [From January 2011 the Board will only accept electronic submissions.] Amongst other things, the institution must specify the dates for which prescription is sought, as well as a date by which it wishes to make its annual monitoring submission each year once prescription has been granted (see Appendix 2).

**Objectives – Prescription of a New Qualification**

**1.4** When applying for a new qualification to be prescribed, an institution should bear in mind that in order for the Board to prescribe a new qualification, the institution and the Board must be confident that:

1. the course proposal, including the educational aims, the intended learning outcomes, the assessment criteria etc, have been designed with the clear aim of ensuring that all those who receive the qualification meet all the criteria;

2. systems are in place to ensure that all criteria will be met by all students/ candidates receiving the qualification for the period of prescription; and

3. the institution has adequate resources to maintain and, where appropriate, increase the achievements of students/candidates meeting all the criteria.

**1.5** When considering an application for the prescription of a new qualification, the Board will consider whether certain factors are demonstrated within the application. These will include the following:

1. That explicit strategies and mechanisms for assessing students/ candidates are proposed to ensure that the criteria will be achieved;

2. That the institution has appropriately qualified staff to deliver the course and assess students/candidates;

3. That appropriate mechanisms will exist to ensure that the appointment, development and leadership of staff and examiners (including external examiners) is in accordance with best practice and takes account of the vocational, as well as the academic, aspect of the qualification;

4. That appropriate mechanisms are in place to ensure compliance with the duties relating to equality and diversity placed on the institution by equality legislation;

5. That there will be an engagement with the profession, which will be ongoing during the period of prescription, in the delivery of the course and the assessment of students/candidates;

6. That strategies and mechanisms of assessment will be subject to both internal and external periodic review and audit;

7. That assessments will be rigorously monitored for consistency and benchmarked for comparability with other institutions offering prescribed qualifications;

8. That mechanisms will exist to allow the institution to appropriately respond to problems identified by benchmarking, review and audit processes;

9. That internal and external review and audit processes will be rigorous and that, in their implementation, steps will be taken to ensure that they take account of the vocational, as well as the academic, aspect of the qualification;

10. That the institution will have adequate resources during the period of prescription; and

11. That the institution is committed to maintaining and, where appropriate, enhancing its provision relating to the matters listed above for the future period of prescription.

**Material to be Submitted with an Application**

**1.6** It is the responsibility of the institution to provide the Board with the relevant evidence to justify prescription. The material must be the latest available.

Student portfolios or other student work should not be submitted with an application. For an outline of the types of information typically submitted as part of an application, institutions may wish to refer to ARB's Good Practice Handbook.

**1.7** The material submitted must address the objectives and factors set out in paragraphs 1.4 and 1.5 above, as they will inform the Board's consideration of and decision on the application. In considering the above factors, the Board will not undertake an audit of an institution's systems and processes. However, it will take into account audits undertaken by other bodies.

**1.8** The guidance given in ARB's Good Practice Handbook is not intended to restrict the institution from submitting other information that it may consider helpful in helping the Board to have confidence that the objectives in paragraphs 1.4 and 1.5 are being met. The institution is free to decide what information justifies its application for prescription. The institution may also wish to make further reference to ARB's Good Practice Handbook which contains a list of derived questions used by the Board to analyse an institution's application.

**1.9** When providing reports from examiners, agencies and advisers

as evidence, institutions should also provide details of the procedures, methodologies, criteria and personnel underpinning the reports (where these are not given as part of the material already provided), so that the Board can give such reports due weight and relevance.

**2.0** Once an institution has submitted a full application, it may not amend, or add to, the application (unless the Prescription Committee and/or Board requests in writing or permits further explanation/s and/or representations in relation to the application).

### School Approval of the Application

**2.1** The application must be addressed to the Chief Executive of the Board and must be submitted by or on behalf of the institution in the Board's form. If the application is not submitted by the school responsible for the course leading to the qualification the school must certify that the application and all supporting material has been seen and approved by the head of that school. If the application is submitted by a school on behalf of the institution a name and address for communication must be provided, as thereafter the Board will only communicate with that person who will be deemed to have complete authority on behalf of the institution to act on its behalf for all purposes connected with the application and the qualification. Should the institution wish to nominate a second contact (with whom the Board will communicate in the event of the absence of the primary contact), it may do so.

**2.2** Please refer to the application form and guidance on completing this document.

### Initial Scrutiny

**2.3** The application will first be considered by the Board's staff, who may examine it to see that the Board has all the information and material that the institution intends it to have. If the Staff consider that anything may be missing the Board may notify the institution. This will normally be within 3 weeks. The institution will have 14 days to supply what is missing or to notify the Board that it does not intend to do so and explain why. The Staff will not otherwise at this stage be scrutinising the application for content. Neither at this nor at any other stage will the Board owe any duty to notify the institution of anything that is lacking in the application or that is unclear in it. [2]

### The Board's Prescription Committee

**2.4** The Board has established a Prescription Committee to oversee the stages of this procedure up to submission to the Board. The membership should consist of the following:

- At least 4 members drawn from the ARB Board; plus
- A further appointed member drawn from the ARB Board to act as Chair; plus
- A member of the Committee's pool of Independent Advisers

**2** Weblink for the Application Form: http://www.arb.org.uk/qualifications/prescription_of_qualifications/prescription_procedures/prescription_applications.php

**2.5** The Committee may add further persons drawn from the pool of Independent Advisers to the membership of the Committee. The members of the ARB Board sitting on the Committee (including the Chair) will be no less than 3 appointed and 2 elected members of the ARB Board.

**2.6** The Committee acts in an advisory capacity, as the Board alone decides whether qualifications are prescribed.

**2.7** Within 8 weeks of the receipt of an application the Committee will advise whether the application should be considered by the Board or whether, before it is submitted to the Board, there are any aspects of the application or the material in support upon which further explanation is required from the institution or advice is needed.

**2.8** If an explanation is required, the Prescription Committee will notify the institution of the points upon which an explanation is required. Any explanation must be provided in writing within 3 weeks. Student portfolios or other student work must not be submitted with an explanation unless the committee (or the Board at any later stage) has specifically required them and then only to the extent specified.

**2.9** If advice is needed on an application, the Prescription Committee can seek advice on the points upon which an explanation is required from its pool of Independent Advisers.[3] The pool consists of people who are impartial and suitably qualified to advise the Board. The advice and the terms of reference seeking the advice will be in writing. The Adviser/s will be given 3 weeks within which to provide the advice.

The advice will then be given to the institution for comment. If the institution has any comments on the advice or if, in the light of the advice it wishes to explain or supplement its application with additional material it must submit such comments and material within 3 weeks of receiving the advice. Once the institution has commented, the Adviser will be asked to confirm whether they are satisfied with the institution's response.

All of this information will be provided to the Prescription Committee and the Board. To maintain impartiality, the identity of the Independent Adviser used will remain anonymous to the institution concerned.

**3.0** The Committee may in exceptional circumstances seek further explanations and/ or advice. If further explanations and/or advice are sought, the above procedure will be repeated, except that the Committee may shorten any applicable period.

Further explanations should be sought in writing; however, the Committee may seek explanations orally, in appropriate cases.

**3.1** Exceptionally, but where it considers it necessary and appropriate, the Committee may require additional relevant information to be provided by an institution during the course of a visit to the institution by such independent advisers as the Committee may nominate.

**3.2** Following receipt of all explanations or advice the Committee will refer the application to the Board. The Board will not generally consider any application unless it has been referred to it by the Committee.

**3** Weblink for further Information on Independent Advisers: http://www.arb.org.uk/qualifications/prescription_of_qualifications/prescription_committee/independent_advisors.php

**3.3** The institution is entitled to have sight of the papers which are to be presented to the Board for decision following the Committee's consideration of the application.

The institution will have the opportunity to make representations on the paper and to offer comments on accuracy. It must provide any such comments within 14 days of receiving the papers. In exceptional circumstances, the Prescription Committee may permit a longer period in which the institution may respond. The institution's comments will be presented to the Board alongside the application.

**The Board's Preliminary Consideration of a New Qualification**

**3.4** Once received, the Board will consider the application, along with any explanations, advice and comments. At this stage, the Board will not make a formal decision in relation to the application. The Board will provide an indication as to the decision it is 'minded' to make, and this will be subject to the subsequent consultation (as required by section 4(3) of the Act) and any representations made by the institution in accordance with the procedure set out below.

**3.5 Stage 1**

At this stage, the Board will indicate that it is minded either:

a) to accept the application and to prescribe the qualification or qualifications as sought by the institution; or

b) not to prescribe the qualification or qualifications as sought by the institution by either:

(i) not granting prescription to all of the qualifications for which prescription is sought; and/or

(ii) attaching special conditions, and/or

(iii) prescribing for a period of less than four years; or

c) not to prescribe.

If pursuant to Stage 1 the Board indicates that it is minded to either:

a) not to prescribe; or

b) to prescribe on the basis set out in paragraph 3.5(b); it will not take such a decision without first providing written reasons for the indication to the institution and giving the institution the opportunity to make representations in writing to the Board. Any representations must be received by the Board within 4 weeks.

If, at Stage 1, the Board is minded to accept the application and prescribe a qualification as sought, the Board will proceed directly to consultation pursuant to paragraph 4.5 below (and Stages 2 and 3 will not apply).

**3.6 Stage 2**

On receipt of any Stage 1 representations the Board will reconsider its position.

**3.7** If, as a result of any representations the Board is then minded to alter its stated position and prescribe a qualification as initially requested by the institution, the Board will conduct its consultation pursuant to paragraph 4.5 below and Stage 3 will not apply.

**3.8** If, as a result of any representations the Board is still minded to grant prescription as outlined under section 3.5(b), the Board will conduct its consultation pursuant to paragraph 4.5 below and Stage 3 will not apply. However, in this circumstance, the Board will not conduct its consultation without first giving the institution the opportunity to defer the consultation pending further representations. The institution will have 14 days to submit such representations.

**3.9** If:

a) the institution requests that the consultation is so deferred; or

b) the Board, after reconsidering its position following receipt of any Stage 1 representations, is minded to reject the application; the Board will consider further representations, and on such terms, as it considers appropriate.

**4.0** If no Stage 2 representations are received, the Board may, in accordance with its indication under Stage 1, either reject the application or proceed to consultation on the basis that it is minded to grant prescription as outlined under section 3.5(b).

If the Board rejects the application, the provisions of paragraphs 4.2 below will apply. If the Board is minded to grant prescription as outlined under section 3.5(b), the Board will proceed to consultation in accordance with paragraph 4.5 below, except that the institution will be given the opportunity to withdraw its application before the consultation starts. The institution will have 14 days in which to withdraw its application.

**4.1 Stage 3**

If, on receipt and consideration of any Stage 2 representations (or if no Stage 2 representations are received), the application is rejected by the Board, it will within 3 weeks of its meeting notify the institution of the reasons for its decision. Where appropriate, the Board's reasons will indicate which of its criteria and/or objectives have not been or may not be met, but the reasons will not include any advice on any remedial or other action that should be taken as the institution will have to decide what it should do if it chooses to submit another application.

**4.2** If the Board rejects an application, an institution can re-apply at any time.

**4.3** If, on receipt and consideration of any Stage 2 representations, the Board is minded to accept the application and prescribe the qualifications sought, the Board will proceed to consultation in accordance with paragraph 4.5 below.

**4.4** If, on receipt and consideration of any Stage 2 representations (or if no Stage 2 Representations are received), the Board is minded to grant prescription as outlined under section 3.5(b), the Board will proceed to consultation in accordance with paragraph 4.5 below, except that the institution will be given the opportunity to withdraw its application before the consultation starts. The institution will have 14 days in which to withdraw its application.

## Consultation

**4.5** Before prescribing a new qualification the Board is required, under Section 4(3) of the Architects Act 1997, to consult bodies representative of architects which are incorporated by royal charter and such other professional and educational bodies as it thinks appropriate.

ARB typically consults with the Royal Institute of British Architects, the Royal Institute of Architects in Scotland, the Royal Society of Architects in Wales, the Royal Society of Ulster Architects, the relevant RIBA Region (if different from above) and the Association of Consultant Architects. Should an institution wish to make suggestions in relation to any additional bodies with whom the Board may wish to consult, it should state these in the application form.

**4.6** The Board will provide consultees with the details of its stated position, i.e., the decision it is 'minded' to make in relation to the application and the reasons for its stated position. The Board will also provide consultees with a copy of its Procedures for the Prescription of Qualifications, the Criteria for Prescription and information provided by the institution which describes the qualification.

**4.7** The Board will normally offer consultees the opportunity of responding to its consultation within 12 weeks. However, in order that the institution applying for prescription receives a timely decision the Board may ask consultees to respond within a shorter timeframe.

**4.8** A copy of any response that is submitted by a consultee will be provided to the institution. The institution will have the opportunity of submitting any final comments or representations to the Board in respect of the consultation response before the Board reaches its final decision. The Board normally offers an institution the opportunity of responding within 3 weeks of provision of a copy of a consultee response. However, in order that the institution applying for prescription can receive a timely decision, the Board may ask the institution to respond within a shorter timeframe.

## The Board's Final Decision (Where a consultation has been conducted)

**4.9** Once all of the consultation responses and any further representations from the institution have been received, all of this information will be considered by the Prescription Committee. Once the Prescription Committee is satisfied that no further clarification and/or explanation is required in relation to the material, it will forward the application to the Board, which will make a final decision to either accept or reject the application, or grant prescription as outlined under section 3.5(b).

**5.0** If the application is rejected by the Board, it will notify the institution of the reasons for its decision within 3 weeks of its meeting. Where appropriate, the Board's reasons will indicate which of its criteria and/or objectives have not been or may not be met but they will not

include any advice on any remedial or other action that should be taken as the institution will have to decide what it should do if it chooses to submit another application.

5.1 A decision to accept or reject any application, or grant any application a prescription as outlined under section 3.5(b), will be final (including any decision on any period or condition), and there will be no appeal.

5.2 In case of rejection or prescription as outlined under section 3.5(b) the institution may make another application in accordance with this procedure. An institution can re apply at any time.

5.3 In addition, in exceptional circumstances, the Board will be entitled to reconsider any decision to reject an application or, where it prescribed a qualification, as to the period or conditions applicable, should it become aware of any material which was not available to it at the date of its decision. The Board will determine the procedure to be adopted in order to consider such material and to reconsider its decision. Unless and until the decision is reconsidered the Board's decision will be unaffected and will remain binding.

**Standard Conditions of Prescription**

**5.4** Prescription of a qualification will be subject to the following standard conditions:

a) The period of prescription shall commence on a date to be decided by the Board (normally the beginning of the academic year).

b) Prescription of a qualification shall be by reference to a programme specification. No change may be made to the title of any course or qualification or substantial change to the content so defined within a programme specification (allowing for normal course development) without first obtaining the written permission of the Board. (For further information on changes to qualifications, refer to Appendix 3.)

**5.5**

c) Annually and by a date to be set by the Board, the institution shall be required to provide the Board with information of the nature set out in Appendix 2 to enable the Board to see that

i. all its criteria and the relevant requirements set out in Article 46 (or Article 47) of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC] are being attained by students who have been awarded the qualification prescribed;

ii. adequate systems are in place to ensure that all the Board's criteria will be met by students/candidates for the period of prescription;

iii. that the institution's resources remain as set out in its application and are adequate; and iv. all of the factors referred to at paragraph 1.4 and 1.5 continue to be demonstrated.

d) The institution will ensure that appropriate procedures will be maintained so that all students/candidates undertaking a prescribed qualification are fully informed of the extent of the application of that qualification to entitlement to registration as an architect in circum-

stances in which the student/candidate lacks a required antecedent qualification e.g. Part 2 without Part 1 .

**5.6** If as a result of the information provided under (c) above or from any source at any time (please see Appendix 4 for the Board's Causes for Concern process), the Board considers that either

a) the application or any of the material relied on by the institution in support (including explanations given) was

i. untrue and/or

ii. was misleading in a material respect as a result of which the Board might not have accepted the application; or

b) criteria or the relevant requirements set out in Article 46 (or Article 47) of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC] are not being met by students/candidates awarded the prescribed qualification; or

c) the institution does not have the resources stated in its application and/or its resources are not adequate; or

d) the institution has not complied with any of the conditions set out in paragraph 5.5 and (c) above or any other condition made under paragraph 5.8 below; then the Board may notify the institution that it is of the opinion that the prescription should be revoked in whole or in part, together with its reasons for that opinion. The institution will within 3 weeks (or such varied period as the Board may allow) make any representation in writing to the Board as to why it should not so act. On receipt of such representations (and taking account of any representations submitted to it by any other body, whether or not the Board shall be obliged in law to consult it) the Board will decide within 4 weeks whether or not to revoke the prescription of the qualification in whole or in part. If it does so the revocation will not affect the validity of the qualification awarded prior to the revocation. The institution may make an application in accordance with these Procedures for prescription of the qualification whose prescription has been revoked.

**5.7** The above provisions will not prevent the Board from entering into discussions with the institution in order to avert the need for a decision to revoke prescription.

**5.8** Exceptionally, but where it considers it necessary and appropriate, the Board may require additional relevant information to be provided by an institution during the course of a visit to the institution by such independent advisers as the Board may nominate.

**5.9** Where any of the events set out in paragraph 5.6 above have occurred or are present and the circumstances require urgent action the Board may by notice to the institution revoke the prescription with immediate effect.

**6.0** Where in the opinion of the Board it is appropriate, the Board may vary any of the standard conditions and may make prescription of a qualification subject to other conditions.

### Notification of a New Qualification to the European Commission

**6.1** Under the terms of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC], any new Part 2 qualification that is prescribed by ARB will be notified to the European Commission. The procedure for notifying a qualification to the European Commission can be found under Appendix 5.

## Qualifications which are currently prescribed by ARB

### Notifying the Board of an intention to apply

**6.2** An institution which intends to apply for the prescription of a qualification should request a planning meeting with the Board's staff, up to 12 months before applying, in order to gain a clear understanding of the steps that should be taken by it prior to the submission of the application. At that meeting the institution should be represented by those who are responsible for the preparation and submission of the application and for the assembly of material to support it. A relevant member of the institution's Quality Assurance staff, or faculty equivalent, should also be present. The purpose of the meeting is to discuss the procedure to be followed by the institution before submitting its application for prescription, how the application will be considered by the Board, and what occurs when prescription is granted.

The Board will not provide advice or guidance on the content of the application or of any supporting material as this is solely for the institution to decide (see 6.8).

The meeting will be informal. No pre-application communication is to be relied upon to vitiate any part of the prescription procedure itself.

**6.3** An institution must notify the Board of its intention to apply for the prescription of a qualification

- not less than 12 months
- and no longer than 18 months before the date by which the existing prescription period expires.

**6.4** The notification should be in writing and must include the following:

- Details of the title, length and mode of the qualification;
- An up-to-date Programme Specification for the qualification;
- The date on which the Board should expect to receive the full application (which must be within 8 weeks of the date on which the notification letter is received by the Board);
- Any other information that is material to the application in accordance with these Procedures.

### Submitting the application

**6.5** The institution will submit its application to the Board within

8 weeks of the date of the notice given under paragraph 6.3 above. A school may submit an application on behalf of an institution provided that it is accompanied by the appropriate written authorisation from the institution. The application will be submitted either in hard copy, or electronically. [From January 2011, ARB will only accept electronic submissions.]

Amongst other things, the institution must specify the dates for which prescription is sought, as well as a date by which it wishes to make its annual monitoring submission each year once prescription has been granted (see Appendix 2).

**Objectives – Renewal of Prescription**

**6.6** An institution should bear in mind that, in order for the Board to prescribe a qualification that has previously been prescribed, the institution and the Board must be confident that:

1. All students/candidates awarded the qualification since the qualification was prescribed or last renewed have met all the criteria;
2. The systems used by the institution to ensure that all students/candidates awarded the qualification have met all the criteria adequately and will continue to ensure that the criteria are met for the future period of prescription; and
3. The institution's future plans and commitment are such that the institution will maintain its ability to ensure that all students/candidates awarded the qualification meet all the criteria.

**6.7** When considering such an application for prescription the Board will consider whether certain factors are demonstrated in the application. These may include the following, or may include any other which the institution suggests, and the Board agrees, should be considered in support of its application:

1. That explicit strategies and mechanisms for assessing students/candidates have existed to ensure that the relevant criteria have been achieved;
2. That these strategies and mechanisms of assessment have been subject to both internal and external periodic review and audit and been found to be adequate;
3. That assessments have been rigorously monitored for consistency and benchmarked for comparability with other institutions offering prescribed qualifications and been found to be adequate (e.g. by external examiners);
4. That the institution has appropriately responded to problems identified by benchmarking, review and audit processes;
5. That internal and external review and audit processes have been rigorous and that, in their implementation, steps have been taken to ensure that they take account of the vocational, as well as the academic, aspect of the qualification;
6. That appropriate mechanisms exist to ensure that the appointment, development and leadership of staff and examiners (including

external examiners) is in accordance with best practice and has taken account of the vocational, as well as the academic, aspect of the qualification;

7. That the vocational aspects of the qualification are accepted as satisfactory by architects in practice;

8. That appropriate mechanisms are in place to ensure compliance with the duties relating to equality and diversity placed on the institution by equality legislation;

9. That the institution has adequate resources and during the future period of prescription will continue to have adequate resources; and

10. That the institution is committed to maintaining and, where appropriate, enhancing its provision relating to the matters listed above for the future period of prescription.

**Material to be Submitted with an Application**

**6.8** It is the responsibility of institutions to provide the Board with the relevant evidence to justify prescription. The material must be the latest available. Student portfolios or other student work should not be submitted with an application. For an outline of the types of information typically submitted as part of an application, institutions may wish to refer to ARB's Good Practice Handbook.

**6.9** The material submitted must address the objectives and factors set out in paragraphs 6.6 and 6.7 above, as they will inform the Board's consideration of and decision on the application. In considering the above factors, the Board will not undertake an audit of an institution's systems and processes. However, it will take into account audits undertaken by other bodies.

**7.0** The guidance given on ARB's Good Practice Handbook [4] is not intended to restrict the institution from submitting other information that it may consider helpful in helping the Board to have confidence that the objectives in paragraphs 6.6 and 6.7 are being met. The institution is free to decide what information justifies its application for prescription. The Institution may also wish to make further reference to ARB's Good Practice Handbook which contains a list of derived questions used by the Board to analyse an institution's application.

**7.1** When providing reports from examiners, agencies and advisers as evidence, institutions should also provide details of the procedures, methodologies, criteria and personnel underpinning the reports (where these are not given as part of the material already provided), so that the Board can give such reports due weight and relevance.

**7.2** Once an institution has submitted a full application, it may not amend, or add to, the application (unless the Prescription Committee and/or Board requests in writing or permits further explanation/s and/or representations in relation to the application).

**4** Weblink for the Good Practice Handbook: http://www.arb.org.uk/qualifications/prescription_of_qualifications/good_practice_handbook/default.php

**School Approval of the Application**

**7.3** The application must be addressed to the Chief Executive of the Board and must be submitted by or on behalf of the institution in the Board's form.

If the application is not submitted by the school responsible for the course leading to the qualification the school must certify that the application and all supporting material has been seen and approved by the head of that school. If the application is submitted by a school on behalf of the institution a name and address for communication must be provided as thereafter the Board will only communicate with that person who will be deemed to have complete authority on behalf of the institution to act on its behalf for all purposes connected with the application and the qualification. Should the institution wish nominate a second contact (with whom the Board will communicate in the absences of the primary contact) it may do so.

**7.4** Please refer to the application form and appropriate guidance.

**Initial Scrutiny**

**7.5** The application will first be considered by the Staff, who may examine it to see that the Board has all the information and material that the institution intended it to have. If the Staff consider that anything may be missing the Board may notify the institution. This will normally be within 3 weeks. The institution will have 14 days to supply what is missing or to notify the Board that it does not intend to do so and explain why. The Staff will not otherwise at this stage be scrutinising the application for content. Neither at this nor at any other stage will the Board owe any duty to notify the institution of anything that is lacking in the application or that is unclear in it.

**The Board's Prescription Committee**

**7.6** The Board has established a Prescription Committee to oversee the stages of this procedure up to submission to the Board. The membership should consist of the following:

- At least 4 members drawn from the ARB Board; plus
- A further appointed member drawn from the ARB Board to act as Chair; plus
- A member of the Committee's pool of Independent Advisers

**7.7** The Committee may add further persons drawn from the pool of Independent Advisers to the membership of the Committee. The members of the ARB Board sitting on the Committee (including the Chair) will be no less than 3 appointed and 2 elected members of the ARB Board.

**7.8** The Committee acts in an advisory capacity, as the Board alone decides whether qualifications are prescribed.

**7.9** Within 8 weeks of the receipt of an application the Committee

will advise whether the application should be considered by the Board or whether, before it is submitted to the Board, there are any aspects of the application or the material in support upon which further explanation is required from the institution or advice is needed.

**8.0** If an explanation is required, the Prescription Committee will notify the institution of the points upon which an explanation is required. Any explanation must be provided in writing within 3 weeks. Student portfolios or other student work must not be submitted with an explanation unless the committee (or the Board at any later stage) has specifically required them and then only to the extent specified.

**8.1** If advice is needed on an application, the Prescription Committee can seek advice on the points upon which an explanation is required from its pool of Independent Advisers. The pool consists of people who are impartial and suitably qualified to advise the Board. The advice and the terms of reference seeking the advice will be in writing. The Adviser/s will be given 3 weeks within which to provide the advice. [5]

The advice will then be given to the institution for comment. If the institution has any comments on the advice or if, in the light of the advice, it wishes to explain or supplement its application with additional material it must submit such comments and material within 3 weeks of receiving the advice. Once the institution has commented, the Adviser will be asked to confirm whether they are satisfied with the institution's response. All of this information will be provided to the Prescription Committee and the Board. To maintain impartiality, the identity of the Independent Adviser used will remain anonymous to the institution concerned.

**8.2** The Committee may in exceptional circumstances seek further explanations and/ or advice. If further explanations and/or advice are sought, the above procedure will be repeated, except that the Committee may shorten any applicable period.

Further explanations should be sought in writing; however, the Committee may seek explanations orally, in appropriate cases.

**8.3** Exceptionally, but where it considers it necessary and appropriate, the Committee may require additional relevant information to be provided by an institution during the course of a visit to the institution by such independent advisers as the Committee may nominate.

**8.4** Following receipt of all explanations or advice the Committee will refer the application to the Board. The Board will not generally consider any application unless it has been referred to it by the Committee.

**8.5** The institution is entitled to have sight of the papers which are to be presented to the Board for decision following the Committee's consideration of the application.

The institution will have the opportunity to make representations on the paper and to offer comments on accuracy. It must provide any such comments within 14 days of receiving the papers. In exceptional circumstances, the Prescription Committee may permit a longer period in which the institution may respond. The institution's comments will be presented to the Board alongside the application.

**5** Weblink for further Information on Independent Advisers: http://www.arb.org.uk/qualifications/prescription_of_qualifications/prescription_committee/independent_advisors.php

**The Board's Decision**

**8.6** Once received, the Board will consider the application, along with any explanations, advice and comments.

***Stage 1***

At this stage, the Board will indicate that it is minded either:

a) to accept the application and to prescribe the qualification or qualifications as sought by the institution; or

b) not to prescribe the qualification or qualifications as sought by the institution by either:

(i) not granting prescription to all of the qualifications for which prescription is sought; and/or

(ii) attaching special conditions, and/or

(iii) prescribing for a period of less than four years; or

c) not to prescribe.

If pursuant to Stage 1 the Board indicates that it is minded to either:

a) not to prescribe; or

b) to prescribe on the basis set out in paragraph 8.6(b); it will not take such a decision without first providing written reasons for the indication to the institution and giving the institution the opportunity to make representations in writing to the Board. Any representations must be received by the Board within 4 weeks.

If at Stage 1, the Board decides to accept the application and prescribe the qualifications sought, Stage 2 below will not apply.

**8.7** ***Stage 2***

On receipt of any Stage 1 representations the Board will reconsider its position and will decide to either:

a) accept the application and to prescribe the qualification or qualifications as sought by the institution; or

b) grant prescription as outlined under section 8.6(b); or

c) reject the application.

(For the avoidance of doubt, if no Stage 1 representations are received, the Board will be entitled, in accordance with its current stated position, to either reject the application or to proceed on the basis that it is minded to grant prescription as outlined under section 8.6(b).)

**8.8** If the Board rejects the application, or grants prescription as outlined under section 8.6(b), it will notify the institution of the reasons for its decision within 3 weeks of its meeting. Where appropriate, the Board's reasons will indicate which of its criteria and/or objectives have not been or may not be met but the reasons will not include any advice on any remedial or other action that should be taken as the institution will have to decide what it should do if it chooses to submit another application.

**8.9** A decision to accept or reject any application in whole or in part will be final (including any decision on any period or condition), and there will be no appeal. In case of rejection [or prescription as outlined under section 8.6(b)] the institution may make another application in accordance with this procedure. An institution can re-apply as soon

as it chooses. In addition, in exceptional circumstances, the Board will be entitled to reconsider any decision to reject an application or, where it prescribed a qualification, as to the period or conditions applicable, should it become aware of any material which was not available to it at the date of its decision. The Board will determine the procedure to be adopted in order to consider such material and to reconsider its decision. Unless and until the decision is reconsidered the Board's decision will be unaffected and will remain binding.

**Standard Conditions of Prescription**

**9.0** Prescription of a qualification will be subject to the following standard conditions:

a) The period of prescription shall commence on a date to be decided by the Board (normally the beginning of the academic year).

b) Prescription of a qualification shall be by reference to a programme specification. No change may be made to the title of any course or qualification or material change to the content so defined within a programme specification (allowing for normal course development) without first obtaining the written permission of the Board. (For further information on changes to qualifications, refer to Appendix 3.)

c) Annually and by a date to be set by the Board, the institution shall be required to provide the Board with information of the nature set out in Appendix 2 to enable the Board to see that i. all its criteria and the relevant requirements set zout in Article 46 (or Article 47) of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC] are being attained by students/candidates who have been awarded the qualification prescribed; ii. adequate systems are in place to ensure that all the Board's criteria will be met by students/ candidates for the period of prescription; iii. that the institution's resources remain as set out in its application and are adequate; and iv. all of the factors referred to at paragraphs 6.6 and 6.7 continue to be demonstrated.

d) The institution will ensure that appropriate procedures will be maintained so that all students undertaking a prescribed qualification are fully informed of the extent of the application of that qualification to entitlement to registration as an architect in circumstances in which the student/candidate lacks a required antecedent qualification e.g. Part 2 without Part 1 .

**9.1** If as a result of the information provided under (c) above or from any source at any time (and please see Appendix 4 for the Board's Causes for Concern process), the Board considers that either

a) the application or any of the material relied on by the institution in support (including explanations given) was

i. untrue and/or

ii. was misleading in a material respect as a result of which the Board might not have accepted the application; or

b) criteria or the relevant requirements set out in Article 46 (or Ar-

ticle 47) of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC] are not being met by students awarded the prescribed qualification; or

c) the institution does not have the resources stated in its application and/or its resources are not adequate; or

d) the institution has not complied with any of the conditions set out in paragraph 9.0 and (c) above or any other condition made under paragraph 9.3 below; then the Board may notify the institution that it is of the opinion that the prescription should be revoked in whole or in part, together with its reasons for that opinion.

**9.2** The institution will within 3 weeks (or such varied period as the Board may allow) make any representation in writing to the Board as to why it should not so act.

On receipt of such representations (and taking account of any representations submitted to it by any other body, whether or not the Board shall be obliged in law to consult it) the Board will decide within 4 weeks whether or not to revoke the prescription of the qualification in whole or in part. If it does so the revocation will not affect the validity of the qualification awarded prior to the revocation.

The institution may make an application in accordance with this Procedure for prescription of the qualification whose prescription has been revoked.

**9.3** The above provisions will not prevent the Board from entering into discussions with the institution in order to avert the need for a decision to revoke prescription.

**9.4** Exceptionally, but where it considers it necessary and appropriate, the Board may require additional relevant information to be provided by an institution during the course of a visit to the institution by such independent advisers as the Board may nominate.

**9.5** Where any of the events set out in paragraph 9.1 above have occurred or are present and the circumstances require urgent action the Board may by notice to the institution revoke the prescription with immediate effect.

**9.6** Where in the opinion of the Board it is appropriate, the Board may vary any of the standard conditions and may make prescription of a qualification subject to other conditions.

Appendix 1

**Extensions to Prescription**

9.7 Where exceptional and unforeseen circumstances arise (e.g., the departure of the Head of School, the timing of the introduction of a new qualification), an institution may request an extension of no more than 1 year to its period of prescription.

9.8 In such cases the institution must provide a detailed rationale for the extension in writing. This institution will also need to explain to the Board how it will ensure that it will continue to meet the objectives set out in paragraph 6.6 during the extended period sought.

**9.9** The granting of an extension to a prescription period is at the discretion of the Board, and the Board reserves the right to request any additional information it deems appropriate to enable it to continue to be confident that the standard conditions of prescription will be met, e.g., an internal review or validation report.

Appendix 2
**Annual Monitoring**

**10.0** Annually and by a date to be proposed by an institution, and set by the Board, the institution will be required to provide the Board with information of the nature set out below to enable the Board to be confident, a. that all its criteria and the relevant requirements set out in Article 46 (or Article 47) of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC] are being attained by students who have been awarded the qualification prescribed; b. adequate systems are in place to ensure that all the Board's criteria will be met by students/ candidates for the period of prescription; c. that the institution's resources remain as set out in its application and are adequate; and d. that any conditions of prescription continue to be met. In addition, the Board will need to be assured that any changes made to the programme specification reflect normal course development and have not radically altered the content and/or structure of the course.

**10.1** In order for the Board to have an assurance, institutions awarding prescribed qualifications must submit annually, to the Board, the following documents:

- external examiners reports and responses;
- any relevant reports from external bodies and responses;
- any relevant reports from internal review panels, including student feedback;
- student progress information including numbers of students in each cohort and pass/failure rates, with an explanatory commentary where necessary;
- details of any changes to the title and/or content of a qualification, including the rationale for these changes, (See Appendix 3 for further detail); and
- any other information indicating that any condition of prescription may not have been met in some material respect.

Appendix 3
**Changes to Qualifications**

**Notification of changes to the Board**

**10.2** As stated in paragraphs 5.5 and 9.0, the standard conditions of prescription state that 'no change may be made to the title of any course/qualification or material change to the content so defined within a programme specification (allowing for normal course development) without first obtaining the permission of the Board'.

**10.3** A material change is either a 'significant change' (where the course content has been reorganised, or where the number of years of study has been changed, or where a new specialisation is introduced) or a 'minor change' (where there has been a change of qualification title or change of awarding body). If an institution is in any doubt as to whether a change is 'significant' or 'minor', it should contact the Board's Staff for guidance in relation to this.

**10.4** Changes to a qualification falling within paragraph 10.3 need to be notified to the Board at the earliest possibly opportunity. If the timing is appropriate, changes can be notified through an institution's annual monitoring submission. In line with the standard conditions of prescription, the Board's approval should be sought before any such change becomes effective.

**10.5** Once aware that a change is being made, the Board will monitor the progress of the change as it moves through the institution's own quality assurance mechanisms.

**10.6** Any changes which are not material, 'significant' or 'minor', and which do not fall within paragraph 10.3, e.g., evolutionary changes to project briefs, do not need to be notified to the Board.

**10.7** When notifying a change, the Board will typically expect to receive clear and concise details outlining the nature of the changes and the rationale for the changes. Institutions should consider submitting the following details:

- Rationale for the change/s;
- An explanation of the scope and nature of the change/s to the course;
- An explanation of impact that the changes are likely to have on meeting the Board's Criteria (where relevant institutions should submit a revised mapping exercise to assist the Board in determining whether the qualification will continue to meet the Criteria);
- Clarification as to whether there will be any impact on the resourcing of the qualification as a result of the changes;
- Clarification as to whether the change/s has institutional approval; and
- Any other information which may assist the Board in its consideration of the change/s.

**10.8** For information on dealing with the notification of changes to the European Commission, please see Appendix 5.

Appendix 4

## Causes for Concern Process

**10.9** The Board has established a 'Causes for Concern' process to deal with any serious issues or allegations it receives in relation to a prescribed qualification which might affect its prescribed status.

**11.0** The 'Causes for Concern' process is not intended to replace or be a substitute for an institution's own processes for reporting concerns and allegations. Neither is the Board responsible for the regula-

tion of institutions or the control of funding.

The 'Causes for Concern' process cannot be used to appeal academic decisions relating to marks, progression or awards. As such, the Board would only expect to consider any concerns or allegations once other relevant processes have been concluded.

**11.1** The Board will forward any credible allegation of impropriety and evidence provided to the appropriate officer of the institution involved and/or any relevant regulatory or public authority. The Board will ask to be informed of the outcome of any enquiry or investigation insofar as the same is relevant to the prescription of qualifications. It may invite the institution (at an appropriate point) to provide a written response to any allegations. It may invite the whistle-blower to provide further information.

**11.2** Through the 'Causes for Concern' process, any information received will to the extent appropriate be considered for the purpose of decisions arising under these procedures.

Appendix 5

## Notification of a New Qualification to the European Commission and Notification of Changes to an ARB Prescribed Qualification to the Commission

### Material to be collated for Notification to the European Commission

**11.3** Once a qualification has been prescribed by the Board for the first time, or where changes have been made to a qualification prescribed by the Board, such qualifications will be notified to the European Commission for listing under the UK's entry under Annex V of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC].

**11.4** An institution, with ARB, will prepare the relevant material to be sent to the European Commission.

### Notification of a newly prescribed qualification to the European Commission

**11.5** Once the relevant material has been collated, ARB will forward the application to the relevant UK Government departments to forward to the Commission.

**11.6** The UK's National Co-ordinator will then forward the application to the European Commission and to all of the European Co-ordinators for scrutiny. The Co-ordinators Group consists of representatives from each State within the European Economic Area (EEA). There will be a 2-month consultation period starting from the notification date. The European Commission may raise written queries with the UK's National Co-ordinator in relation to the application. The UK's National Co-ordinator will liaise with ARB in order to respond to any written queries which may be raised. Where appropriate, ARB will liaise with the institution in order to respond to any written queries raised by the Commission.

**11.7** European Co-ordinators may also raise written queries either through the Commission or directly to the UK but still in informing the Commission. Where written queries are raised by the European Co-ordinators, the UK's National Co-ordinator will liaise with ARB in order to respond to any such queries which may be raised. Where appropriate, ARB will liaise with the institution in order to respond to any written queries raised by the European Co-ordinators.

**11.8** If the queries (if there are any) are resolved through correspondence within the 2 month consultation period, the Commission will notify the UK's National Coordinator.

The European Co-ordinators will be asked to approve the qualification which will then be listed within the UK's entry under Annex V of the Directive once it has been published in the Official Journal of the European Union.

**11.9** Where queries from the Commission and/or the European Co-ordinators remain unresolved after the consultation period, the Commission will forward automatically the application to its Architecture Sub-Group for further consideration.

The qualification will be considered at one meeting only. Representatives of the UK, and where appropriate, representatives of the institution [who will be determined by the institution upon the invitation of the Boad's staff, will attend the Architecture Sub-Group meeting to discuss and respond to queries raised by other European Co-ordinators and/or the Commission. If any outstanding queries are resolved through correspondence and/or at the meeting itself, the European Co-ordinators will be asked to approve the listing of the qualification within the UK's entry under Annex V of the Directive either at their next meeting or by written procedure on the basis of a simple majority as principle.

**12.0** For further advice and guidance, institutions should contact the Qualifications Department.

**12.1** The process outlined above is subject to alteration by the European Commission at any time.

**12.2** ARB will ensure that the institution is informed of the position as the application is progressed through the European Commission's processes.

**Notification of changes to the European Commission**

**12.3** Any institution which offers a qualification that is listed under Annex V of the European Commission's Mutual Recognition of Professional Qualifications Directive [2005/36/EC] will also need to be aware of the processes for notifying changes to qualifications to the European Commission.

**12.4** Where an institution has made alterations that fall under the Commission's definition of 'significant change', the institution will be required to make a full notification of the relevant qualifications to the Commission through ARB. The notification process detailed as above will then be applicable.

**12.5** Where an institution has made alterations that fall under the Commission's definition of 'minor change', the institution will be required to make a less detailed notification to the European Commission through ARB. This less detailed notification will only need to consist of information that relates directly to the change that is being made.

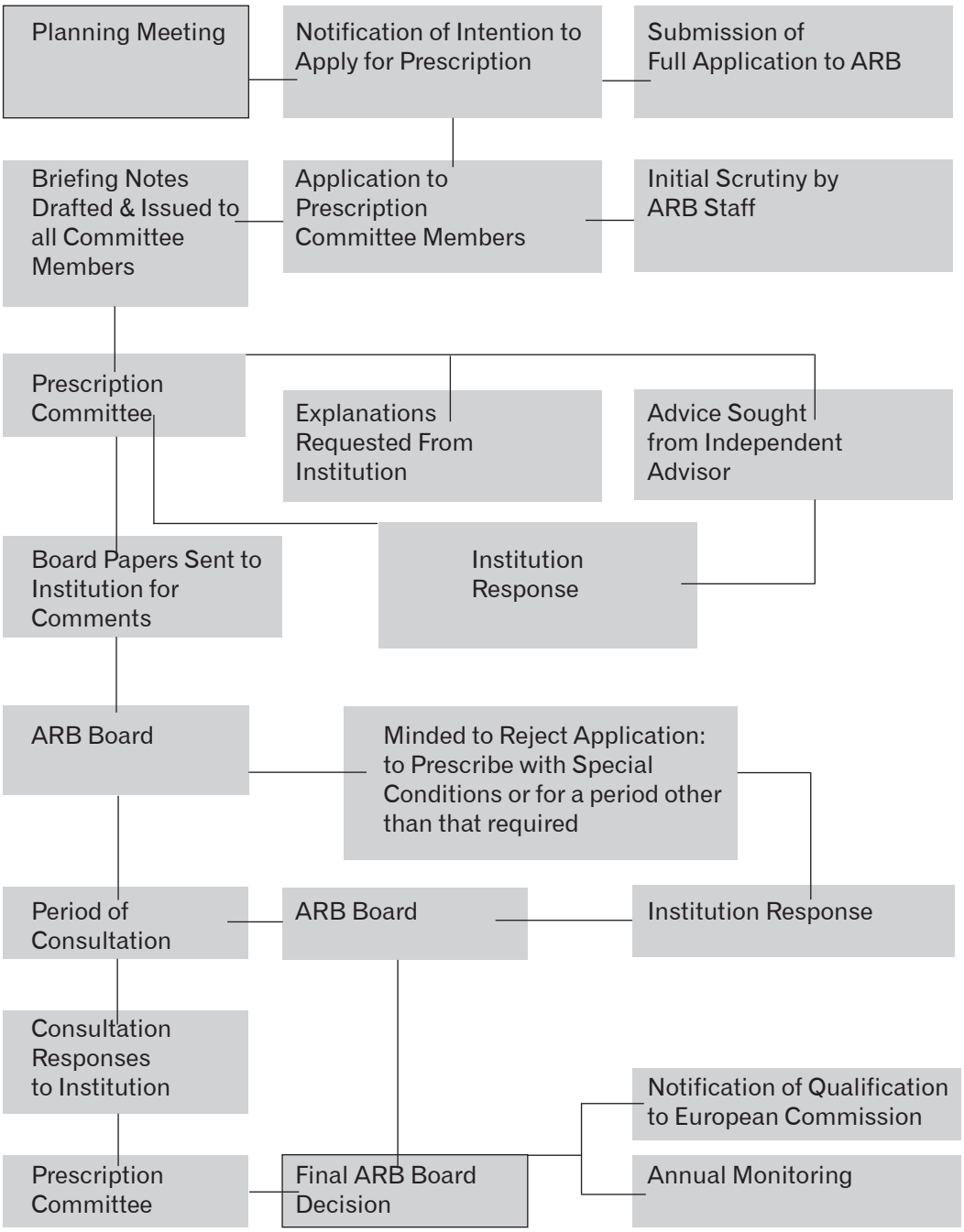
**12.6** For detailed guidance on the process and documentation required by the European Commission for the purposes of notifying a qualification in architecture, and the Commission's definitions of 'significant change' and 'minor change', please see *Appendix 3*.

**12.7** For further advice and guidance, institutions should contact the Qualifications Department.

Appendix 6

**Process Flow Charts**

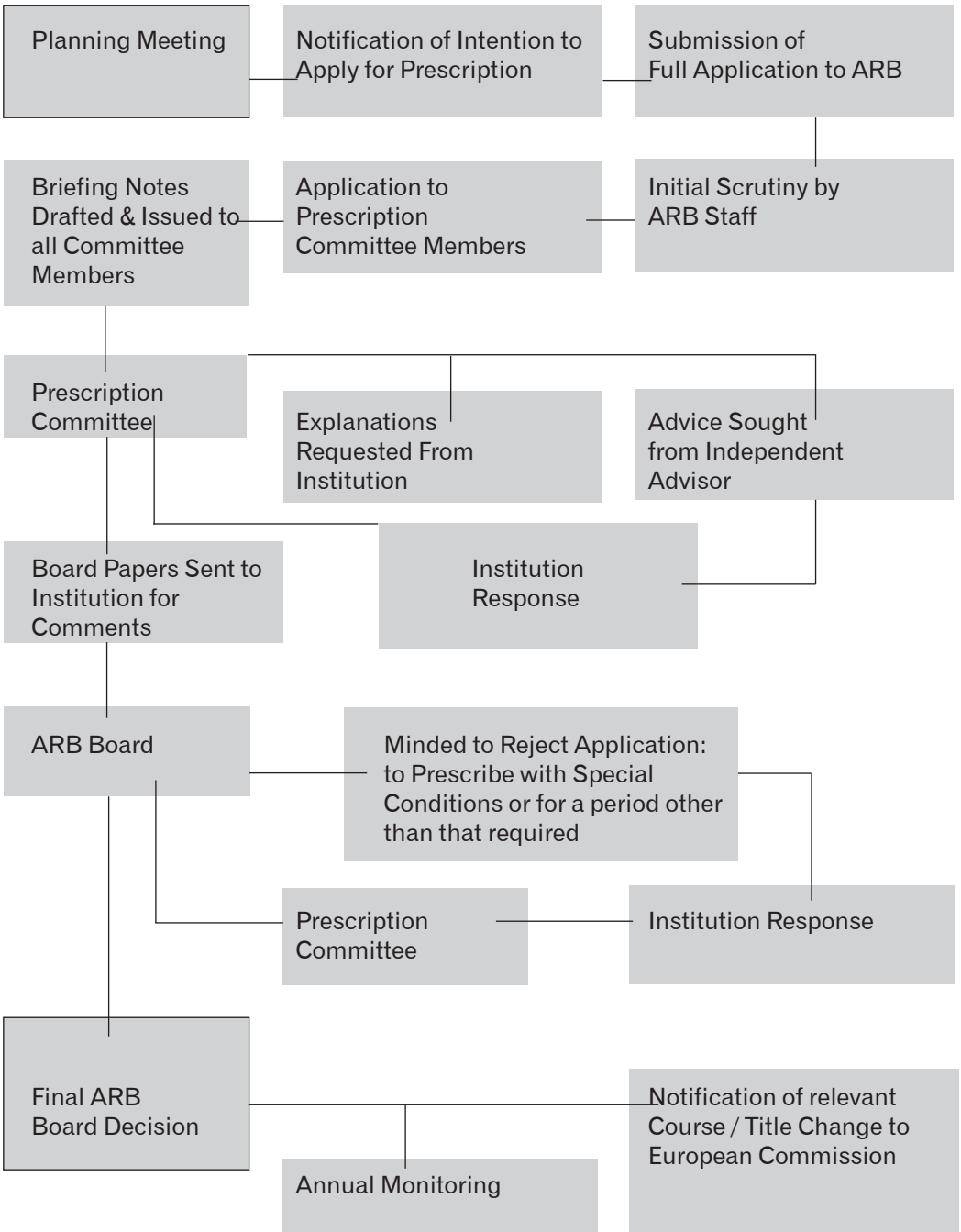
**Application Seeking Prescription of a New Qualification**



Appendix 6

**Process Flow Charts**

**Application Seeking to Renew Prescription**



# Annex 7

## The Future of the University

**Jürgen Mittelstrass**
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I am not a prophet, nor can I look into the future – not even at the end of this productive conference on essential changes in the higher education system. When the work situation of the academic profession, its diversification and academic freedom are at issue, the university as a whole is called into question, at least the university as we have known and appreciated it for a long time. Will that university have a future? This is not clear at all, especially when we consider the managerial university and the ever increasing marketisation of all aspects of university life. In the following, I present a few remarks about the continuously fading theory of the university, centred on the keywords education, university, universality, and quality.

## Education

The university is changing because its social and institutional environment is changing, and because science itself is changing. This development is often shaped by political and economical constraints, external factors forcing internal reorganisation. Wherever scientific reason prevails in this situation and these external constraints are faced with institutional imagination, things work out fine.

Wherever it remains idle and political and economic constraints take the upper hand, the university is threatened with the loss of its essential nature, which consists of an autonomous organisation for research and teaching, together with, and joined by, a concept of education that both reflects and gives a critical selfconsciousness to the modern world, which is essentially scientific in nature.

In this world, the pressure to change constantly and to specialise our knowhow is steadily increasing. This drive towards specialisation stands in peculiar contrast to the simultaneous 'technological' integration of knowledge. This integration, which is effected by modern information and communication technologies, does not, however, lead to a new (or old) unity of the universally oriented (and thus universally orienting) polymath, but rather to the creation of the expert. The modern world is a world of experts: it is not ruled by a Leibnizian understanding (i.e. one that mirrors the world), but by the specialist, who reflects nothing or – to paraphrase the German poet Friedrich Schiller – a divided world at best. The specialist, who knows more and more about less and

**1** W. v. Humboldt (1793/1903) Theorie der Bildung des Menschen (Bruchstuck). In: Gesammelte Schriften, vol. 1 of 17 (Berlin: B. Behr), pp. 255.

less, has landed on the other side of universality: he seeks it in details, which to him mean totality.

But this will hardly do. In a world of experts, the old ideal of unified knowledge, even if the latter is still to be pursued 'technologically', loses its social function. The distinction between 'universal' and 'disciplinary' knowledge, i.e. between the responsibility for the whole and the part, begins to fade, and this is true most of all when the knowledge society begins to see itself as an information society. That is why the present reincarnation of the knowledge society as an information society threatens to disappointment us, at least to the degree that these terms denote an informed rather than an oriented society. How such an oriented knowledge can be achieved – and by this I mean knowledge that is not to be confused with mere expert knowledge – is thus not a question that can be answered by an appeal to yet more information. It is actually a paradox: the richer our stores of information and knowledge, the poorer our ability to orient ourselves. But this ability is precisely what education once stood for.

Education is the expression of a culture in which the rational nature of Man is realised, and simultaneously, it us the obverse of culture (which has become an individual form of life). Wilhelm von Humboldt is still in the right. For him, an educated person is someone who tries 'to grasp as much of the world as is possible, and who tries to bind it to him as tightly as possible'.[1] The locus of orientation is the life-world, not the conceptual or theoretical world. And this holds true of education as well. Education and orientation are structurally correlated, not so much in the form of science as in the form of life; that is to say, in the form of an ability. Following Humboldt, we might say that it is the ability to integrate the world in oneself and to express the world in itself: knowledge is the universal expressed as a particular, at least if one considers knowledge and experience and deals with them sensibly.

What I have just formulated in rarefied and abstract – i.e. in what is commonly called educated – language, in my opinion describes quite exactly the sense in which a humanist educational ideal might be reintroduced into our culture, and also our university culture. It is concerned with an active conceptualisation of the world, and is opposed to an essentially economic preference of the Zeitgeist for a divided self; that is to say, a self split into a private, a social and a consumer self.

As such, the conceptualisation is concerned with the restoration of an undivided self, and with restoring clarity to the concept of knowledge by means of which our society defines itself. And this is also something the university, caught in the Bologna process and lured into managerial and economic ideologies, has to learn again.

## University

Every institution, every system that takes its fate into its own hands and does not just think in terms of external dependencies, must think in terms of a planned development, starting from an assessment

**1** W. v. Humboldt (1793/1903) Theorie der Bildung des Menschen (Bruchstuck). In: Gesammelte Schriften, vol. 1 of 17 (Berlin: B. Behr), pp. 255.

of its current situation and the course it wants to follow. Keeping in mind the observations on education made above, this particularly applies to universities. The modern keywords are profile-building and new university structures.

Of course, a university is a type of institution where not everything can be planned for, because the same holds true for science, the institutional heart of the university. From this it is often inferred that planning is antagonistic to science and universities, and that it attempts to obstruct or revoke the essence of academic freedom, the freedom of research and teaching – in other words, that planning is part of the vocabulary of constraints. But this belief is erroneous.

Science, research and teaching should not situate themselves beyond the reach of clear ideas of aspired and desired developments. Otherwise, they would put their trust in natural development, rather than in a rationally justified or justifiable development.

Therefore, it is important to awaken an institutional consciousness in the universities that does not think in, and so protects, categories of what already exists (i.e. for individual utility), but in the categories of a development in which the tried and tested concepts of old are combined with the desirable new in order to form functional structures of organisation that foster such a thinking. It will be essential to practice autonomy not just towards the external, as political autonomy, but also internally, as structural autonomy. Structural autonomy shows itself primarily in the realisation of structures informed by thinking about the systematic nature of science, e.g. at the level of the organisation of subjects and disciplines, the establishment and abolition of degrees and areas of specialisation in research, but also in the implementation of quality standards following international standards in research, teaching, and the education of junior academic staff. Where this is not feasible or not desired, autonomy, in the form of an isolating strategy with respect to interference of any sort, will lead to structural immobility and ultimately to the university bidding farewell to general development. For example, we all know that science and research are increasingly becoming trans-disciplinary, reaching beyond individual subjects and the core areas of single disciplines, and the institutional structure has to take this into account. This means that a system of science – the one that is given or can be realised at any university – has to follow the developments of research and science and has to create the adequate institutional background for this – in any case, the development of research or science should not be stifled by simply adhering to the existing system. Many universities still have to learn that. To become a managerial university (or to introduce any system as a result of university politics without due reflection) is of secondary importance.

One thing seems sure. The present situation replicates that of the late Middle Ages, when, for example, Oxford, Paris, and Padua were competing with each other, and not, locally, Oxford with Glasgow, Paris with Avignon, and Padua with Ferrara. While this competition did exist, mostly in individual disciplines, science and education as a whole was

defined on the European level. As far as top research and education are concerned, in the foreseeable future between 20 to 30 universities will come to define the top level in Europe. Therefore, every university and national higher education policy should now be concerned with what its future role might or should be. Whoever fails to take the necessary steps now will miss the boat, provided that there is a willingness to move into this direction at all.

In any case, certainly not all universities will be in the position to do this. Just as one cannot simply decide to become a research university, let alone an elite university, from one day to the next, even when sufficient funding is available, one cannot simply decide to play in the same league with the best European universities in the foreseeable future. A certain size and the corresponding variety of disciplines and levels of achievement in combination with as a strong scientific environment yielding desirable synergies are just some of the institutional preconditions required for this. This does not entail, in turn, that universities that do not dispose of such an environment do not have a future. After all, universities are not simply founded for scientific reasons, but equally, if not primarily, for more general reasons of higher education and regional politics. In this respect, they meet a specific need, i.e. the need for higher education, which often is not so much defined in terms of any scientific need as in terms of the needs of a particular state or region. Although this does not lower the scientific requirements, formulated on the principle of the unity of teaching and research in the Humboldtian university, it does not put universities under pressure to be or become something which, under the given circumstances, is out of reach for them.

But even in such a case, one thing is clear: every university is well-advised to create its own profile and to build up its strengths accordingly. It has to show what it stands for in science and higher education, and what it may or may not accomplish with the means at its disposal. This will almost inevitably lead to a differentiated university system in which there will be academic inequality, because there will be unequally distributed universality (as far as the variety of subjects and disciplines are concerned) and varying degrees of scientific quality and excellence. It is an illusion to believe that with regard to scientific quality any university system may continue to be run as an essentially homogeneous system – as once many (often significantly smaller) institutions were run. In the long run, keeping homogeneity as the measure of all university affairs will inevitably lead to rampant mediocrity.

## Universality and other virtues

A university meeting the requirements mentioned above must either answer or be able to demonstrate its institutional response to the following questions: what level of universality does a university need to attain before it can live up to its name? How much plurality does a university need to establish a specific identity?

How much quality is needed before excellence can emerge?

The first question is what level of universality a university needs to attain before it really becomes a university. Despite all tendencies toward specialisation, academic knowledge is something that only thrives on a field kept by all involved parties.

Great achievement requires not only specialised knowledge, but also close contact to other areas. Robert Boyle was a physicist and chemist, Gottlob Frege a mathematician and philosopher, Max Weber was a sociologist and historian, Max Delbruck a biologist and physicist. In their cases, disciplinary boundaries did not determine their actual achievements – on the contrary, these boundaries had to be overcome before great achievements could be attained. This is also and especially true for modern developments. New insights most often form on the edges of fields and disciplines, and not at the core, where textbook knowledge is at home. Thus, universality, in its institutional forms of fields and disciplines, cannot be restricted arbitrarily: in departmental or disciplinary greenhouses, research and teaching can only thrive to a certain degree. Access to environments external to that of the university must remain open, and open in both directions: one must be able to get outside when one is looking for complementary knowledge, and others with the same desire must be able to get in. This means that the university must hold to its claim to universality.

Second, how much plurality does a university need to establish a specific identity?

Disciplinary plurality bestows upon the university a sense of self, the sense of being a real university. If this plurality is not present, this sense of being a university will not develop, and universities will remain mere schools. In such cases, the unity of research and teaching still defines itself by what a circumscribed part of academia knows, but this means that it is defined by a closed form of research, and not the open one that is one of the characteristics of today's inter- or trans-disciplinary perspective. The paradigm of the school replaces that of the university. The university as an institution of teaching displaces the university as a research institution; the unity of research and teaching loses its content and coagulates in rhetoric.

Third, how much quality is needed before excellence can emerge? Universities are institutions of higher learning in the sense that university teaching develops out of university research, and thus remains connected to the latter through teaching and learning. If teaching and learning are disconnected from research, or remain connected to the latter only by the memory of the teacher's own learning, such terms as 'academic' and 'scientific', or the German 'wissenschaftlich' lose their meaning. In this case, university teaching and learning are no longer distinguished from other, non-academic, teaching and learning. Academic achievement of a high calibre and scientific excellence are once again only possible in an environment that is conducive to achievement, which stimulates and furthers academic achievement through academic achievement itself. Although mediocre conditions do not

necessarily exclude a high level of achievement, or occasional feats of excellence, this will remain the exception. In general, mediocre conditions are a programme for academic mediocrity, true to Andre Weil's law of university hiring: first-rate people hire other first-rate people, but second-rate people hire third-rate people. A university needs a lot of academic quality if academic excellence is to be developed. And this quality cannot be found in isolated fields or on disciplinary islands, but should be pursued in an academic and scientific context defined by quality and excellence. Differentiation and diversification are the engine that drives the development of the university, and thus, of higher education.

## Quality and the researcher

The final question that has to be answered is how individuals involved in teaching and research do in view of the fact that the institutions at which they work increasingly have to meet economic and regulatory demands. In the following discussion, I shall use quality assessment and the organisational structure of research as examples.

In the 1960s and 1970s, universities had to cope with the fact that all university relations had to be assessed first in sociological terms and then in didactic terms. The present credo is that of evaluation: 'I am evaluated, therefore I am' could be the motto of today's higher education institutions, and this perspective is rapidly becoming omnipresent at all institutional levels. [2]

Quality assessment procedures for higher education institutions in Europe were first developed in the mid-1980s. Most European countries have systems of quality assessment or quality assurance at their disposal. This development has been spurred by the desire to give more autonomy to higher education institutions and to ask for efficient accountability. This is a noble aim, but the methods chosen to attain it are wrong. The danger is that by attempting to subject the academic practice to standardised criteria, it may lose its essential capacity. In the case of science, this essence is in the discovery of what is new. This may come in many ways, well-known and new. Therefore, optimal methods are not easy to lay down from the start and cannot be restricted by rules to be followed and controlled, for example in terms of quality. This is related to the fact that in science – as in many other social areas – people are the essential factor, not the routines they follow (in which people are viewed as interchangeable commodities). It is the researcher who is at the centre of successful research, not the research system, be it assessed or not.

Moreover, quality cannot be defined independently of given circumstances – aims, goals, methods, subjects. There is no general definition of quality, and no model that could stand for all areas in which quality is at stake. This applies also to research and teaching, which is why quality assessment in (institutions of) higher education is still, in a way, an art without a master. This again means that, on the one

**2** J. Mittelstraß (2007) Quality assessment in higher education institutions – from the perspective of those assessed. International Journal for Education Law and Policy, 3(3), 37–40.

hand, quality assessment is a (mostly imperfect) tool supposed to solve problems of academic self-perception, and, on the other, a problem in itself.

The fact that there exists a constantly growing industry of assessment and evaluation should not deceive us. Where everybody assesses everybody else – and we are moving in this direction – the blade of criticism becomes blunt; what in former times used to serve well-defined aims of optimising research and teaching becomes an end in itself. We know this from science policy studies, namely from (empirical) research about the way in which, and under what institutional conditions, research is carried out. But this does not make research better – rather, it considers it as an object that can be examined like any other object.

This particularly applies to research. A peculiar terminology is spreading. When today we refer to research, we primarily mean research groups, temporary grant-funded research centres, clusters, and alliances. Research appears, first of all, as something that needs to be organised, not as something that is the project of the person actually doing the research. The concept of research itself is changing. While it used to be closely connected to the researcher, this connection is starting to dissolve. The search for truth, which used to be part of the self-conception of the scientist and was what turned him or her into a researcher to begin with, becomes research as an organisation, i.e. a process to be organised, behind which the scientist is disappearing.[3] The individual scholar engaged in research becomes 'research'; that is to say, he or she becomes institutionalised and de-individualised in specialised research institutions. Owing to their teaching requirements, universities are ever less in a position to present themselves as such. Instead, research becomes the 'business' of institutions specifically founded for this purpose, especially in the areas of natural science and technology.

Research as an individual form of life thus turns into research as business, organised in teams, one-off research projects, and research alliances. We are driving the individual out of research – and out of teaching, too, to the extent that with the Bologna process the standardisation of teaching will increase, turning the university more and more into a school – the teacher is disappearing behind organised processes.

**3** H. Plessner (1966) Zur Soziologie der modernen Forschung und ihrer Organisation in der deutschen Universitat: Tradition und Ideologie. In: Diesseits der Utopie: Ausgewahlte Beitrage zur Kultursoziologie (Düsseldorf and Cologne: Eugen Diederichs Verlag), pp. 121–142; H. Schnaedelbach (1991) Philosophie in Deutschland 1831–1933, 4th edn (Frankfurt: Suhrkamp), pp. 41f.

## Final remark

We cannot foresee the future of the university. But what we discover does not bode well, at least not for those of us who still believe in the ideal of the university or do not conceive of research as just another job. The university, which nowadays is talked about in a strange administrative and economic language, no longer corresponds to any theory or idea, and the conviction that science in teaching and research is not just another job, but a way of life, is being exorcised from those working in it. We need to beware of letting the university system erode in this manner. Such a system would lose research to extra-university institu-

tions once and for all, and universities would evolve into mere teaching institutions. That too could be one of the messages of our conference.

**Acknowledgement**

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## About the Author

Jürgen Mittelstraß earned his PhD in philosophy in 1961 from the University of Erlangen, and his Habilitation in 1968. From 1970 to 2005 he was professor of Philosophy and Philosophy of Science at the University of Constance, and since 1990 also Director of the Center for Philosophy of Science. He was a member of the German Science Council (1985–1990), of the Senate of the German Research Society (1992–1997) and of the German Chancellor's Council for Research, Technology, and Innovation (1995–1998); since 2003 he has been a member (since 2005 Chairman) of the Austrian Science Council. Between 1997 and 1999 he was President of the German Philosophical Association. Currently, he is a member of the Berlin-Brandenburg Academy of Science (Berlin), of the German Academy of Scientists Leopoldina (Halle), of the Academia Europaea (London, 1994–2000 Vice-President, 2002–2008 President) and of the Pontifical Academy of Sciences (Pontificia Academia Scientiarum) (Rome). He was awarded the Leibniz-Prize of the German Research Society in 1989 and the Lorenz Oken Medal of the Society of German Scientists and Physicians in 1998. His numerous publications include: Die Rettung der Phanomene (1962), Neuzeit und Aufklarung (1970), Die Moglichkeit von Wissenschaft (1974), Wissenschaft als Lebensform (1982), Der Flug der Eule (1989), Geist, Gehirn, Verhalten (with M. Carrier, 1989; in English Mind, Brain, Behavior, 1991), Leonardo-Welt (1992), Die unzeitgemaße Universitat (1994), Die Hauser des Wissens (1998), and Wissen und Grenzen (2001). He is the editor of Enzyklopadie Philosophie und Wissenschaftstheorie (4 vols. 1980–1996; 2nd edn 2005 ff.).

# Annex 8

## UNESCO-UIA Validation System for Architectural Education

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Text adopted by the XXII UIA General Assembly (Berlin, July 2002)

**UNESCO-UIA Council for the Validation of Architectural Education**

W. Tochtermann, Co-President; V. Sgoutas, Co-President; F. Ramos, General Reporter; B. Colin, K. El Jack, J. C. Riguet, S. Topelson de Grinberg, P. Hyett, R. Schweitzer, A. Viaro, A. Koudryavtsev, A. Sandu, V. Slapeta, J. Scheeler, S. M. Giraldo Mejia, E. Vivanco Riofrio, L. Cox, N. Furuya, A. Adebayo, S. Mouline

**XXII UIA General Assembly (Berlin, Germany, July 2002)**

Resolution No. 13:

> With one vote against and three abstentions, the Assembly adopted the initial version of the text of the UNESCO-UIA validation system for architectural education document, with the understanding that it would be tested and refined throughout the coming triennium.

**98th Session of the UIA Council (Curitiba, Brazil, November 2002)**

Resolution No. 2:

> The Council decided to bring the modifications asked for by P. Hanna to Resolution No. 13 of the Assembly in Berlin, by adding:
> Resolution No. 13: ...in the refinement of the text dealing with the recognition of validation systems, the requirement to have at least three study programmes be reviewed to take account of small countries where they may only be two schools of architecture.

## Preface

**Wolf Tochtermann**
Co-President of the UNESCO / UIA Validation Committee for Architectural Education

It was certainly not an easy task to draw up a document defining a UNESCO/UIA System of Validation. Of universal significance, this document directly concerns our profession as a whole and is of particular interest to schools of architecture and other institutions responsible for the education of architects in all regions of the world.

This is an ambitious project, the finalisation of which called for countless meetings and necessitated a large volume of continuous work to ensure that it would be ready for the next General Assembly of

the International Union of Architects, which will be held in Berlin (Germany), from 27 to 29 July 2002.

I fully appreciate the vastness and complexity of this enterprise and would like to take this opportunity to express my admiration and my sincere thanks to all those who developed the basic principles of the project and produced the document you have before you. Besides, this document proves that the UIA has now included the question of architectural education on a permanent basis, as one of the priorities of its action programme. This document represents the logical follow-up to the UNESCO/UIA Charter for Architectural Education, to which it refers directly in various chapters.

Despite the wealth of this document, a series of questions on education and schools of architecture to which the document is unable to answer fully remain outstanding. Do Schools of Architecture prepare young architects for a professional life characterised by increasing and diversified demands? What is the relationship today between education and professional practice? Which are the study programmes and curricula that permit the choice of specific streams leading to clearly defined qualification profiles? Will the young architect be trained to dialogue on an equal basis with representatives of other professions actively involved in design, management and renovation in the field of construction? Will he/she be apt to act within the political movement and participate in the political and administrative decision-making that precede the architect's intervention?

Intellectual awakening should be the primary aim of every school of architecture. They should be capable of educating all students and not only the best amongst them; yet, many schools function in almost total isolation, with a frequently mixed teaching body rarely capable of developing a real programme permitting the student of choose and take courses corresponding to his centres of interest and motivation. Schools of architecture often experience enormous difficulties in building a bridge between the knowledge they are transmitting and the practice of creation. Besides, it is clear that the teaching is not always adapted because it is based solely on the idea of the project, the architectural composition, which proves to be too limiting particularly at a time when the profession is being required to change permanently, in the same way as the society it serves.

The diversification of the profession has been called for frequently and since many years – to the detriment of the architect-generalist. Research and teaching, just like town planning and territorial development, technology and management, redevelopment and conservation are amongst the many subjects of specialisation and diversification for the profession. Consequently, they ought to be reflected in the study programmes. Back in 1928, Le Corbusier wrote: "the profession of architect will never disappear: rather, it will be dispersed and diffused over a considerable number of branches". Almost 75 years later, we are, in my opinion, still far from this vision.

A stronger social engagement is also demanded of the architect,

a more extensive role in society and in fields that are outside the realm of the profession. A series of themes launched by the UIA, often in fact with UNESCO support, such as "architecture and water", "architecture and poverty" and "the architect as enabler" or again a project for the improvement of "kampungs", which prove that many architects are perfectly prepared to tackle these subjects which are linked to development problems as a whole. It would indeed be useful if they could be made the subject of a specific school curriculum, and that not only in developing countries.

All of that to say that this document, prepared with remarkable commitment, cannot be considered as the final phase in a process that began over six years ago. I consider that the work realised to date ought to be pursued. Apart from the question of validation and equivalence of diplomas, I feel it important to pursue reflection on architectural education, professional practice and the role and responsibility of our profession in society, at a high level. The opportune time, in my opinion, will be when the revision of the UNESCO/UIA Charter for Architectural Education is undertaken.

## Preface

**Vassilis Sgoutas**
Co-President of the UNESCO / UIA Validation Committee for Architectural Education

In the long history of collaboration between the UIA and UNESCO, many important missions have been carried out. Yet, when on May 16, 2000, the Agreement was signed that has led to the document at hand, we all sensed that it was something special, that it was by far the biggest common challenge that our two organisations have faced.

The UNESCO-UIA Validation System for Architectural Education has been instigated to fill a real need.

Globalisation, and the fallout from globalisation on domestic issues, has changed the facts of life for us as architects. Professional practice is becoming increasingly liberalised. But so is architectural education. The UNESCO-UIA Validation System for Architectural Education aims to put order into what could become chaos and in so doing will be buttressing the basic tenet of our mission, which can be none other than to be properly equipped to produce quality architecture that will be of service to society.

It is true that we live in an unequal world. It is also true that architecture is being practised internationally, in a field that is not level, a field where the "competitors" do not have equal means at their disposal – neither comparable education, nor comparable technology.

The task of rendering the practice of architecture more equitable is not an easy one. In the long-term, it is only education that can rectify the imbalance.

For this to become a reality, we need an educational system that will ensure equal opportunities for all and a validation system that will reflect the real merit of each study programme.

We think that the journey we have embarked upon with UNESCO has the potential to become the catalyst for our goals.

Architecture is not practised in a social or economic vacuum. This must be reflected in the study programmes of the schools of architecture.

The Agreement signed between UNESCO and the UIA makes a clear reference to the need to incorporate the human and social sciences into architectural education. Add to this up-to-date technologies, management, and financial skills, and we can see emerging a more all-inclusive education that will give future architects the necessary ammunition to recapture their role as leaders of the multidisciplinary teams that create the components of the built environment.

Although we as architects are best suited to provide this leadership function, it is not our unalienable right. It is a position that we must earn. And we are convinced that this can be achieved through a system of university education, and also of continuing education, that will encompass the goals that UNESCO and the UIA have set.

It is evident that this document is not cast in stone. It will evolve like all living documents should. It will take on board the characteristics of our several cultures and will be all the richer for it. Our intention is to have a framework document that will serve as the starting point for a modus operandi adjusted to regional and cultural specificites.

The UIA has always said no to the globalisation of culture. It follows that it also says no to the globalisation of architectural education.

This diversity must, however, be harnessed in a way that will allow for the portability of academic credentials at both the international and regional levels.

This becomes crucial when we envisage a world that will be characterised by a far greater mobility of architects, and also of students. So a system will need to be devised that will ensure portability not only of the final degree but also of the yearly study programmes. Such a system would also be conducive to exchange programmes for students and young architects.

We feel that the UIA, being the only world organisation of architects, is, together with UNESCO and its huge, universal social agenda, best suited to implement this ambitious goal.

The task that lays ahead of us is daunting. But we firmly believe that in this document we have the basis for restructuring architectural education in a way that will bring the architects and student of architecture of the world closer together. Let's make it happen.

## 0. Preamble

### UNESCO

The United Nations Organisation for Education, Science, and Culture is the institution created by the United Nations to extend, develop, and improve Education, Culture, and Science at the local, regional, and international level.

The education of architects as professionals of the built environ-

ment has been one of UNESCO's priority research and working topics for many years.

**UIA**

The International Union of Architects includes architects' professional associations in over 100 countries, and is the only world-wide association of architects.

The founding principles of the UIA confer on it the mission of promoting and developing the education of architects.

**UNESCO and UIA collaboration**

Since the early 1970's, UNESCO has associated itself with the UIA for its principal actions in the field, making the UIA its partner institution for the implementation and technical follow-up of the activities conducted in Zurich, Lomé, Paris, Chandigarh, etc. The fruits of this collaboration are to be found in the recommendations drawn up at each event.

**UNESCO-UIA Charter for Architectural Education**

Another result of this collaboration was the creation of the UNESCO-UIA Charter for Architectural Education and its approval during the UIA during its World Congress of Architects in Barcelona, in 1996.

This Charter defines a precise framework for architectural teaching that will result in architects who are capable of contributing in a positive manner to meeting the challenges facing 21st Century society.

**UNESCO-UIA Validation Committee for Architectural Education**

Without in any way restricting the rich variety that exists in architectural education, it seems appropriate that a reference system be made available, in order to provide schools and universities with a balanced evaluation of their architectural education programmes. This system of evaluation must determine conformity with the Charter, validate programmes according to their level of quality, and highlight the specific aspects which characterise each school. It is also important that the Charter's evolution be guided by geographic and cultural particularities throughout the world.

The desire to ensure a correct interpretation of the Charter and its evolution led UNESCO and the UIA to create the UNESCO-UIA Validation Committee for Architectural Education, through a protocol signed by the two institutions on May 16, 2000. This protocol defines the Committee's aims as:

1. The validation of conformity to the Charter for study programmes and activities carried out by schools and universities, who request it of their own free will.

2. The assessment and validation of these programmes' level of

quality, according to previously established, clearly defined criteria.

3. The drawing up of recommendations, at the global and regional, and perhaps local, levels in order to achieve a fuller interpretation of the Charter and to improve the quality of education.

4. Technical support for the development of the content of the Charter. The present document's intent is to lay out the procedure for implementing the UNESCO-UIA Validation System for Architectural Education.

This is a living document that will be reviewed periodically to ensure the adequate fulfilment of its aims.

## I. Validation of Architectural Education Programmes

Validation includes verification of the following aims of UNESCO and the UIA

**I.1.** Conformity of the study programme with the UNESCO-UIA Charter for Architectural Education.

**I.2.** Assurance that the study programme provides a high level of quality, based on the required capabilities.

**I.3.** Academic portability of the study programme's content at the international, regional, and local levels.

## II. Principle of Reciprocity

It is the goal of the UNESCO-UIA Validation System that administrations, institutions, universities, schools, and professional associations that request validation of their architectural study programmes, agree to recognise and accept aims I.1, I.2, and I.3 for equivalent study programmes validated by the UNESCO-UIA System.

## III. Ways to Obtain Validation

Two main ways to obtain recognition/validation are foreseen:

**III.1.** Recognition by the UNESCO-UIA Validation System of either existing or new systems of validation or accreditation.

New validation systems may be established through agreements between the UNESCO-UIA Validation System and national, academic, or professional administrations.

**III.2.** Validation may be obtained through direct assessment of the architectural study programmes of an individual institution by the UNESCO-UIA Validation System.

Study programmes that have been refused accreditation by one of the validation systems recognised by UNESCO and the UIA, will not be reconsidered by the UNESCO-UIA Validation System.

## IV. Validation Criteria

IV.1. Conformity with the UNESCO-UIA Charter for Architectural Education (see Clause V.1)

IV.2. Agreement to the principle of reciprocity (see Clause V.2)

IV.3 Qualitative criteria i.e. conformity of the study programmes with the following:

IV.3.1 University level education, with a curriculum dedicated mainly to architecture and illustrating a satisfactory balance between theory and practice (see Clause V.3.1).

IV.3.2 Teaching requirements (see Clause V.3.2).

IV.3.3 Capabilities to be acquired by the student during the study programme (see Clause V.3.3).

IV.3.4 Teaching staff and architectural practice (see Clause V.3.4).

IV.3.5 Teaching based on project realisation (see Clause V.3.5).

IV.4 Student/teacher ratio (see Clause V.3.6).

IV.5 Resources (see Clause V.3.7)

IV.6. Quantitative indicators (see Clause V.4)

## V. Analysis of Criteria

### V.1 Conformity with the UNESCO-UIA Charter for Architectural Education

The validation system or study programme will commit itself to this goal in the document requesting recognition or validation and by the acceptance of the UNESCO-UIA Charter for Architectural Education.

### V.2. Agreement to the principle of reciprocity

***V.2. 1 By institutions responsible for a system of validation***.

The principle of reciprocity implies that any institution responsible for a validation system should recognise as an objective of the UNESCO-UIA Validation System the acceptance as equivalent of the academic aspects of comparable study programmes that have been validated by the UNESCO-UIA System. This objective includes the exchange of Report Group members and experiences with the UNESCO-UIA Validation System and, where feasible, with other validation systems recognised by UNESCO and the UIA.

***V.2. 2. By institutions responsible for study programmes.***

The principle of reciprocity implies that any institution responsible for a study programme should recognise as an objective of the UNESCO-UIA Validation System the acceptance as equivalent of the academic aspects of comparable study programmes validated by the UNESCO-UIA System. This objective includes, where feasible, the exchange of students, teachers, and experiences with other programmes validated by the UNESCO-UIA Validation System.

### V.3. Qualitative criteria

i.e. conformity of the study programme with the following:

***V.3.1. University level education; a curriculum dedicated mainly to architecture; a satisfactory balance between theory and practice.***

A university level education implies that the student has already obtained a secondary level education (baccalaureate, matriculation, or equivalent diploma) and passed the exams necessary to enter a university or equivalent learning establishment (faculties, polytechniques, academies, etc.).

The teaching of architecture as the principle element of the educational programme can be testified to by the following elements of evaluation:

- a title, degree, diploma, certificate, or equivalent attributed to students who successfully complete the programme
- the contents of the subjects studied
- the themes developed in the project workshops/design studio
- the educational contents in terms of time, resources, and teachers
- the programme's final project or examination
- any other criteria that attest to the fact that the primary objective of the study programme is to train competent architects.

A satisfactory balance between theory and practice implies that the study programme addresses the fact that architects cannot limit themselves to conceptual analysis or virtual projects, nor can they stop at purely mechanical construction. Instead, architects must understand that their work resides in the tension between reason, emotion, and intuition, and is at the crossroads between human, social, and cultural values and the technical capacities of construction.

***V.3.2 Teaching requirements:***

**V.3.2.1**. All the points defined in Article II.4 of the UNESCO-UIA Charter for Architectural Education

1. An ability to create architectural designs that satisfy both aesthetic and technical requirements.
2. An adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.
3. A knowledge of the fine arts as an influence on the quality of architectural design.
4. An adequate knowledge of urban design, planning, and the skills involved in the planning process.
5. An understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.
6. An understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take into account social factors.
7. An understanding of the methods of investigation and preparation of the brief for a design project.
8. An understanding of the structural design, constructional, and engineering problems associated with building design.

9. An adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.
10. The design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.
11. An adequate knowledge of the industries, organisations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

***V.3.2.2 Special points to be considered:***

1. Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.
2. Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation
3. Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.
4. Adequate knowledge of project financing, project management, and cost control.
5. Training in research techniques as an inherent part of architectural learning, for both students and teachers.

**V.3.3 Capabilities to be acquired by the student during the study programme:**

In their study programmes, architecture students need to acquire design abilities, knowledge, and skills in order to become architects that are capable of fulfilling their role as generalists who can co-ordinate interdisciplinary objectives.

**A. Design**

• Ability to engage imagination, think creatively, innovate, and provide design leadership.

• Ability to gather information, define problems, apply analyses and critical judgement, and formulate strategies for action.

• Ability to think three dimensionally in the exploration of design.

• Ability to reconcile divergent factors, integrate knowledge, and apply skills in the creation of a design solution.

**B. Knowledge**

***B1. Cultural and Artistic Studies***

• Ability to act with knowledge of historical and cultural precedents in local and world architecture.

• Ability to act with knowledge of the fine arts as an influence on the quality of architectural design.

• Understanding of heritage issues in the built environment.

• Awareness of the links between architecture and other creative disciplines.

***B2. Social Studies***

• Ability to act with knowledge of society, clients, and users.

• Ability to develop a project brief through definition of the needs of society, users and clients, and to research and define contextual and functional requirements for different types of built environments.

• Understanding of the social context in which built environments are procured, of ergonomic and space requirements and, issues of equity and access.

• Awareness of the relevant codes, regulations, and standards for planning, design, construction, health, safety, and use of built environments.

• Awareness of philosophy, politics, and ethics as related to architecture.

***B3. Environmental Studies***

• Ability to act with knowledge of natural systems and built environments.

• Understanding of conservation and waste management issues.

• Understanding of the life-cycle of materials, issues of ecological sustainability, environmental impact, design for reduced use of energy, as well as passive systems and their management.

• Awareness of the history and practice of landscape architecture, urban design, as well as territorial and national planning and their relationship to local and global demography and resources.

• Awareness of the management of natural systems taking into account natural disaster risks.

***B4. Technical Studies***

• Technical knowledge of structure, materials, and construction.

• Ability to act with innovative technical competence in the use of building techniques and the understanding of their evolution.

• Understanding of the processes of technical design and the integration of structure, construction technologies, and services systems into a functionally effective whole.

• Understanding of services systems as well as systems of transportation, communication, maintenance, and safety.

• Awareness of the role of technical documentation and specifications in design realisation, and of the processes of construction cost planning and control.

***B5. Design Studies***

• Knowledge of design theory and methods.

• Understanding of design procedures and processes.

• Knowledge of design precedents and architectural criticism.

***B6. Professional Studies***

• Ability to act with knowledge of professional, business, financial, and legal contexts.

• Ability to understand different forms of procurement of architectural services.

• Awareness of the workings of the construction and development industries, financial dynamics, real estate investment, and facilities management.

• Awareness of the potential roles of architects in conventional and new areas of activity and in an international context.

• Understanding of business principles and their application to the development of built environments, project management, and the functioning of a professional consultancy.

• Understanding of professional ethics and codes of conduct as they apply to the practice of architecture and of the architects' legal responsibilities where registration, practice, and building contracts are concerned.

**C. Skill**

• Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modelling, and evaluation.

• Ability to utilise manual, electronic, graphic and model making capabilities to explore, develop, define, and communicate a design proposal.

• Understanding of systems of evaluation that use manual and/or electronic means for performance assessments of built environments.

**V.3.4. Teaching staff and architectural practice**

In order for teachers of architecture to guide students in the development of their architectural capabilities, the teachers must remain in close contact with professional practice and its evolution. It is therefore desirable for the majority of teachers to be practising architects, who experience the profession in its multiple and varied aspects.

**V.3.5 Teaching based on project realisation**

Realised individually and in teams, under the personal guidance of teachers, these projects should be the principle teaching method and are to be viewed as a synthesis of knowledge, aptitudes, and attitudes.

Direct and personalised intervention by teachers/tutors during the development of projects, as well as discussions with the students, are a necessary part of architectural teaching.

**V.3.6 Student/teacher ratio**

The number of students per workshop should be low enough to ensure the quality and frequency of personalised project supervision by the teaching staff.

**V.3.7 Resources**

Buildings, teaching areas, and equipment must be adequate to fulfil the needs of a study programme and must provide good technical support for this programme.

**V.4 Quantitative indicators**

**V.4.1.** In general, the minimum length of study programmes shall be 5 years, full-time.

**V.4.2.** In general, the minimum length of professional internships in architectural practice shall be 2 years, of which one year may take place before the end of the study programme.

## VI. Academic Portability

Because the contexts of architecture and architectural education vary throughout the world, it is necessary to adopt a relatively simple validation structure that allows for flexible communication between institutions, teachers, and students. Even in institutions with very similar programmes, the differences between apparently equivalent subjects can be considerable, and can vary with each academic year.

Therefore, it is not the quantity of knowledge acquired that will be assessed, but rather the level of maturity obtained through the years of study and the projects developed.

It is also necessary to set down conditions for transfer from a study programme that has not been validated by the UNESCO-UIA Validation System, into an accredited programme.

The UNESCO-UIA Validation System is committed to the principle of portability of educational experience. This means that in all the validated programmes architectural education should be provided to a standard and scope that will enable international and regional recognition at each key stage.

## VII. UNESCO-UIA Recommendations

An education in architecture represents a professional and socio-cultural challenge in a rapidly evolving world. The Council of the UNESCO-UIA Validation System reserves the right to make recommendations, based on its experience, on the teaching of architecture with an intent to highlight, interpret, and complete the criteria, objectives, and considerations described in the UNESCO-UIA Charter for Architectural Education.

With this aim in mind, the Council of the UNESCO-UIA Validation System will maintain close contacts with the UIA Architectural Education Commission, the UIA Professional Practice Commission, the UNESCO institutions concerned with higher education and architecture, and the organisations responsible for systems of accreditation that have been recognised by the UNESCO-UIA Validation System.

## VIII. Updates to the UNESCO-UIA Charter for Architectural Education

The Council of the UNESCO-UIA Validation System, formed through a co-operation agreement between UNESCO and the UIA, is given responsibility for the UNESCO-UIA Charter for Architectural Education, and is charged with studying, orienting, and if appropriate, proposing modifications to UNESCO and the UIA, in order to update or improve the current document.

These modifications must be approved by both institutions promoting the Charter.

The normal interval between two propositions for revision of the Charter shall be 6 years.

In order for a proposition for modification to be approved by the Council of the UNESCO-UIA Validation System, it must receive a two-thirds majority of its titular members

## IX. Recognition/Validation Protocol

### IX.1. Recognition of validation systems

#### *IX.1.1. Existing systems*

Independent, statutory, and other systems, often linked to national administrations and/or professional associations, already exist in different countries.

The existing validation systems for architectural education programmes merit careful consideration as active operators in the common effort to improve the quality of architectural education. Existing systems that wish to be recognised by the UNESCO-UIA Validation System, may apply and upon payment of the fee, will be assessed.

When an existing validation system applies for recognition, at least three study programmes that have been accredited by this system will be reviewed, in order to verify the convergence of the qualitative criteria and the quantitative indicators used by the system of validation.

After verification, the Council of the UNESCO-UIA Validation System will accord initial recognition of the validation system, and of the study programmes that have been validated by this system.

In order for its recognition to remain valid, an institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

#### *IX.1.2. New systems*

The UNESCO-UIA Validation system for architectural education also allows for recognition of ad hoc validation systems.

Upon formal request and fee payment by the institution responsible for the new validation system, a Report Group will be designated by the Council of the UNESCO-UIA Validation System to evaluate the proposed system, and to assess at least three study programmes proposed to be accredited by the new validation system.

After verification, the Council of the UNESCO-UIA Validation System will establish the initial recognition of the validation system, and the study programmes validated by this system.

In order for its recognition to remain valid, an institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

**IX.2. Validation of study programmes**

Within the scope of the UNESCO-UIA Validation system is the individual validation of institutions' study programmes.

Upon request and fee payment by the administration responsible for the study programme, a Report Group will be designated by the Council of the UNESCO-UIA Validation System to obtain the necessary information about the study programme, visit the institution, and conduct the evaluation.

The Report Group will visit the institution that has requested validation and evaluate its study programme. It will send a written report to the Council of the UNESCO-UIA Validation System, through the UNESCO-UIA Regional Validation Committee, giving reasons for or against the validation proposal.

If appropriate, the Council of the UNESCO-UIA Validation System will establish the initial validation of the study programme.

In order for the validation of a study programme to remain up to date, the institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

**IX.3 Report Groups for study programmes**

Each Report Group will normally consist of:

***IX.3.1 Members of UNESCO-UIA Regional Validation Committees***

Two members of the UNESCO-UIA Regional Validation Committee designated by the Regional Committee as President and Secretary of the Group.

***IX.3.2. UIA Member Section Appointees***

One practising architect appointed specifically for each Report Group by the UIA Member Section in the country concerned plus one teacher from a study programme other than the one being evaluated, appointed specifically for each Report Group by the UIA Member Section in the country concerned.

***IX.3.3. Registration Board Representatives***

One or two members of the local registration board, or other architects registered in the jurisdiction.

The relevant registration board, or other body responsible for the registration of architects, if such exists, will be contacted by the relevant UIA Member Section and will be asked to appoint one or two representatives specifically for each Report Group.

***IX.3.4. Student Representatives***

One student member from a study programme other than the one being evaluated shall be appointed specifically for each Report Group by the UIA Member Section in the country concerned.

Student representatives should be in their last year of studies.

***IX.3.5. Final composition***

Each Report Group shall consist of no less than 5 persons.

**IX.4 Report Groups for validation systems**

The composition shall be the same as under IX.3, but the members will be nominated by the Council of the UNESCO-UIA Validation System (for article IX.3.1) by the UIA Member Section concerned (for article IX.3.2) and by the applicant validation system (for articles IX.3.3, and IX.3.4). The members shall represent as wide a professional spectrum as possible.

The final composition of the Report Group may be negotiated between the UNESCO-UIA Council and the applicant validation system. Each Report Group shall consist of no less than 5 persons.

**IX.5. Additional Report Group members**

The UNESCO-UIA Council has the right to co-opt additional members for all the Report Groups if the process can afford this or if such members are requested by the validation system or study programme being assessed. These members shall serve in an advisory capacity, and may be specialists in the human and social sciences, external academics, practitioners, or postgraduate and undergraduate students.

**IX.6 Languages**

Preliminary reports shall be written in one or both of the UNESCO and UIA working languages i.e. English and French, plus, optionally, in any of the other UNESCO and UIA official languages i.e. Spanish, Russian, Chinese, or Arabic.

The Final Report of the UNESCO-UIA Council shall be written in both English and French, plus, optionally, in any other languages deemed appropriate.

The choice of language(s) shall be made by agreement between the UNESCO-UIA Council and the validation system or study programme being assessed.

**IX.7 Recognition/Validation Process**

***IX.7.1. Opening document***

The process begins by an opening document which contains :

• A signed agreement between the Council of the UNESCO-UIA Validation System and the institution to be assessed.

• A signed copy of the present document.

***IX.7.2 Assessment alternatives***

The Council of the UNESCO-UIA Validation System will assess

the reports submitted for each case, and make one of the following decisions:

- Initial Recognition/Validation (unconditional, for five years)
- Conditional Recognition/Validation (for two years, indicating the conditions to be met before the next visit of the Report Group)
- Provisional Suspension of Recognition/Validation (suspension of the agreement for one year, indicating the conditions to be met before the next visit by a Report Group)
- Refusal of Recognition/Validation

**IX.7.3. Decision phase**

The proposals made to the Council of the UNESCO-UIA Validation System concerning the recognition of validation systems and those made to the Council by the UNESCO-UIA Regional Validation Committees concerning the validation of study programmes shall be assessed and voted on by the Council. Decisions concerning the recognition of validation systems require an absolute majority of titular members, and those concerning the validation of study programmes a simple majority of those present, with a minimum quorum of half plus one of the titular members of the Council i.e. ten (10) members. In the event of failure to reach a majority, the session's chairperson shall have a casting vote.

The Council of the UNESCO-UIA Validation System shall send to UNESCO and the UIA an annual list of recognitions/validations granted, which will then be published.

If a validation system/study programme fails to obtain recognition/validation, there shall be no limit to future applications for recognition/validation. Any refusals shall offer constructive criticism and also assistance to aid the institution in obtaining recognition/validation in the future.

A pre-visit may be necessary to determine whether the validation system/study programme is ready for a full evaluation. The aim of these pre-visits is to bring out the items that need to be addressed before a full visit is undertaken.

The UNESCO-UIA Council is free to set up an extraordinary Report Group to review and visit any recognised system or validated study programme, if it deems that new circumstances make such a visit necessary.

**IX.7.4 Finances**

Appropriate financing of the UNESCO-UIA Validation System shall be borne by the applicant validation system or study programme, except for the UNESCO-nominated titular members whose expenses shall be borne by UNESCO.

Efforts shall be made to secure sponsorship in order to reduce the future burden of financing.

# Assessment Procedures

## A.1 Information base

A document containing all the essential questions to be answered in order to establish an information base shall be sent to the validation system requesting recognition by the Council of the UNESCO-UIA Validation system. For institutions requesting the validation of study programmes, this document will be sent by the UNESCO-UIA Regional Committee concerned.

The institution responsible for the validation system or study programme shall, within four (4) weeks, provide answers to all the questions contained in this document, along with any further information it considers necessary for a better understanding of its validation system or study programme.

The Council of the UNESCO-UIA Validation System, or the Regional Committee as the case may be, shall accept this information as sufficient in order to prepare its visit or ask for supplementary information.

## A.2 Information required from validation systems

Before the Report Group visit, the following information shall be made available to the Council of the UNESCO-UIA Validation System:

***A.2.1 Introductory information***

Name of the institution administering the validation system. Head of the institution.

Name and position of the main staff members to contact in the case of queries concerning the submission.

***A.2.2 Description of institution***

A brief description of the institution and its history.

***A.2.3 Validation system history***

A brief description of the history of the validation system and a list of the study programmes validated by it.

***A.2.4 Validation system aims and objectives***

A description of the validation system's approach to education.

***A.2.5 Details concerning at least three study programmes selected by the UNESCO-UIA Council for inspection by the Report Group***

The study programmes selected are to be within the jurisdiction of the validation system.

## A.3 Information required from study programmes

Before the Report Group visit, the following information must be made available to the Regional Committee of the UNESCO-UIA Validation System:

***A.3.1 Introductory Information***

Name and address of the institution. Name of the study programme responsible for the course(s). Head of the study programme. Name and position of the main staff member to contact with queries about the submission, including telephone and fax numbers and E-mail address.

***A.3.2 Description of institution***

A brief description of the institution and its history.

***A.3.3 Study programme history***

A brief history of the study programme.

***A.3.4 Study programme aims and objectives***

The study programme's approach to education, teaching, and learning.

***A.3.5 Study programme structure***

Brief description of the study programme framework including graduation requirements. Lecture syllabi for all courses, including studio and non-studio work, reading lists for each course, and full details of the assessment method for each course. Copies of the study programme handbook(s) are also to be submitted.

***A.3.6 Administrative structure***

Decision making processes, including the structure in which the study programme evolves.

***A.3.7 Staff profiles***

Teaching staff's curricula vitae, academic commitments, and non-teaching activities such as research, publications, community involvement and, practice.

***A.3.8 Student population***

A comprehensive description of the student population (numbers, sex, full or part time) and a statement indicating any characteristics in the backgrounds of the students which might influence the nature of the course.

***A.3.9 Physical resources***

Details of all facilities exploited by the study programme including studios, teaching space and equipment, workshops, laboratories, computers and information systems, resource centres, libraries, and staff accommodation.

***A.3.10 Self appraisal***

A statement of approximately 3000 words mentioning:

a. Issues raised in panel and or external examiners' reports
b. Changes introduced into the study programme since the last visit
c. Effects of changes in resource provisions since the last visit
d. Critical evaluation of the study programme objectives in relation to the UNESCO-UIA Charter, state and institutional education policy and registration board requirements
e. Special features of the study programme
f. Auto-evaluation of the study programme.

***A.3.11 Statistical information***

Student numbers (full-time and part-time), first year, number graduates during the last three years, staff numbers, and staff-student ratio.

***A.3.12 Quality assurance procedures***

The method of internal monitoring and appraisal of the study programme.

### A.4 Scheduling a visit

**A.4.1** The Report Group President shall contact the institution responsible for the validation system to be recognised or the study programme to be validated and organise the visit. The Report Group President may also ask for any supplementary information he deemsed necessary.

**A.4.2** The Report Group President shall, after consultation with the institution concerned, convene the members of the Report Group. Everyone involved must confirm their availability or their impossibility to attend within one week. In the latter case, a substitute, or substitutes, shall be appointed.

### A.5 Report Group visits

The visit to an institution responsible for a study programme shall last no less than three days, on a full-time basis. It shall include inspection of the facilities available; an exhibition of a range of student work from all subject areas, completed over the previous twelve months; the curriculum for each year of the course, arranged as far as possible to show the development of the curriculum throughout the course; access to works produced by the students and completed student exams for each year of study, in all subjects, including preparatory work and the assignment, with a range of grades, from excellent to mediocre, for each subject; final student works and projects, and research conducted by teachers. An exhibition of the teacher's work would be welcomed.

During the visit, the Report Group shall conduct private interviews with teachers and students in each year of study, architects recently graduated from the school, members of local professional associations, and may also meet with the institution's Board of Directors.

### A.6 Suggested Report Group activities

- Preliminary meeting with Head of study programme and senior academic staff
- Overview of student work
- Meeting with staff
- Viewing of student work by year
- Discussion with Head of study programme and senior academic staff

- Meeting with students
- Inspection of study programme facilities
- Final meeting with Head of study programme and senior academic staff
- Final discussion with the institution authorities

### A.7 Preliminary reports

**A.7.1** Each day the Report Group shall write a preliminary report on its activities, including a provisional evaluation of the validation system and/or the study programme.

**A.7.2** During its last session, the Report Group shall formulate its draft final report, including its proposal on whether or not recognition or validation should be accorded. This report must be signed by all members of the Report Group and include recommendations to the institution concerned.

**A.7.3** One week after the end of the visit, the Report Group Secretary, after consulting with the Report Group President, shall send a copy of the draft final report to each member of the Report Group by E-mail. The members of the Report Group shall then have 10 days to respond with their suggestions, proposals, and agreement or disagreement with the document, including the awarding or refusal of recognition/validation.

**A.7.4** Once the report has obtained a majority of votes, or 50% of votes including that of the Report Group President, the Report Group Secretary shall send the entire file, including the individual comments written by each member, to the UNESCO-UIA Council in the case of validation systems, or to the UNESCO-UIA Regional Committee in the case of study programmes. This report must be completed no later than one month after the end of the visit to the institution seeking recognition/validation.

### A.8 UNESCO-UIA Regional Validation Committee Report

For each study programme evaluated in its jurisdiction, the UNESCO-UIA Regional Validation Committee shall formulate a report containing its proposal to award or refuse validation, and submit this report to Council of the UNESCO-UIA Validation System.

### A.9 UNESCO-UIA Council Decision

The Council of the UNESCO-UIA Validation System shall make the final decision for both recognition of validation systems and validation of study programmes.

Appendix B

## Glossary

**B1. Architect**

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Architect*.

**B2. Accreditation/Validation/Recognition**

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Accreditation/Validation/ Recognition*.

**B3. Practice of Architecture**

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Practice of Architecture*.

Appendix C

## Working Bodies of the UNESCO-UIA Validation System for Architectural Education

**A. Committee (57 members)**

Consists of the 17 Council members (7 Co-ordination Group members plus 10 Regional Committee Co-Presidents) and the 40 other Regional Committee members.

**B. Council (17 members)**

Consists of the 2 Co-Presidents, 1 General Reporter, and 4 members, who together constitute the Co-ordination Group, plus 10 Regional Committee Co-Presidents.

| | |
|---|---|
| Wolf Tochterman | Co-President |
| Vassilis Sgoutas | Co-President |
| Fernando Ramos | General Reporter |
| Brigitte Colin | Member |
| Kamal El Jack | Member |
| Jean-Claude Riguet | Member |
| Sara Topelson de Grinberg | Member |

Regional Committee Co-Presidents:

| | |
|---|---|
| Region I | Paul Hyett |
| Region I | Roland Schweitzer/Alain Viaro |
| Region II | Alexandre Koudryavtsev |
| | Alexandru Sandu |
| Region II | Vladimir Slapeta |

| | |
|---|---|
| Region III | James Scheeler |
| Region III | Sara Maria Giraldo |
| | Enrique Vivanco Riofrio |
| Region IV | Louise Cox |
| Region IV | Nobuaki Furuya |
| Region V | Ambrose Adebayo |
| Region V | Said Mouline |

**C. Regional Committees* (5 Committees with 10 members each)**

Each Committee consists of 2 Regional Committee Co-Presidents and 8 members.

* The Regional Committees correspond to the following five regions: Western Europe (I), Eastern Europe and the Middle East (II), North and South America (III), Asia and Oceania (IV), Africa (V).

# Annex 9

## Standards and Guidelines for Quality Assurance in the European Higher Education Area

European Association for Quality Assurance in Higher Education

ENQA report on Standards and Guidelines for Quality Assurance in the European Higher Education Area

## Foreword

In the Berlin communiqué of 19 September 2003 the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA) through its members, in cooperation with the EUA, EURASHE, and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance and to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005. The Ministers also asked ENQA to take due account of the expertise of other quality assurance associations and networks.

This report forms the response to this mandate and comes with the endorsement of all the organisations named in that section of the communiqué. The achievement of such a joint understanding is a tribute to the spirit of co-operation and mutual respect that has characterised the discussions between all the players involved. I would therefore like to extend my thanks to the EUA, EURASHE and ESIB together with the ENQA member agencies for their constructive and most valuable input to the process.

This report is directed at the European Ministers of Education. However, we expect the report to achieve a wider circulation among those with an interest in quality assurance in higher education. These readers will hopefully find the report useful and inspirational.

It must be emphasised that the report is no more than a first step in what is likely to be a long and possibly arduous route to the establishment of a widely shared set of underpinning values, expectations and good practice in relation to quality and its assurance, by institutions and agencies across the European Higher Education Area (EHEA). What has been set in motion by the Berlin mandate will need to be developed

further if it is to provide the fully functioning European dimension of quality assurance for the EHEA. If this can be accomplished, then many of the ambitions of the Bologna Process will also be achieved. All the participants in the work to date look forward to contributing to the success of that endeavour.

**Christian Thune**
President of ENQA
February 2005

## Executive Summary

This report has been drafted by the European Association for Quality Assurance in Higher Education (ENQA)[1], through its members, in consultation and co-operation with the EUA, ESIB and EURASHE and in discussion with various relevant networks. It forms the response to the twin mandates given to ENQA in the Berlin communiqué of September 2003 to develop an agreed set of standards, procedures and guidelines on quality assurance and to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies.

The report consists of four chapters. After the introductory chapter on context, aims and principles, there follow chapters on standards and guidelines for quality assurance [2]; a peer review system for quality assurance agencies; and future perspectives and challenges.

The main results and recommendations of the report are:

- There will be European standards for internal and external quality assurance, and for external quality assurance agencies.
- European quality assurance agencies will be expected to submit themselves to a cyclical review within five years.
- There will be an emphasis on subsidiarity, with reviews being undertaken nationally where possible.
- A European register of quality assurance agencies will be produced.
- A European Register Committee will act as a gatekeeper for the inclusion of agencies in the register.
- A European Consultative Forum for Quality Assurance in Higher Education will be established.

When the recommendations are implemented:

- The consistency of quality assurance across the European Higher Education Area (EHEA) will be improved by the use of agreed standards and guidelines.
- Higher education institutions and quality assurance agencies across the EHEA will be able to use common reference points for quality assurance.
- The register will make it easier to identify professional and credible agencies.

1 ENQA's General Assembly confirmed on 4 November 2004 the change of the former European Network into the European Association.

2 The term 'quality assurance' in this report includes processes such as evaluation, accreditation and audit.

• Procedures for the recognition of qualifications will be strengthened.
• The credibility of the work of quality assurance agencies will be enhanced.
• The exchange of viewpoints and experiences amongst agencies and other key stakeholders (including higher education institutions, students and labour market representatives) will be enhanced through the work of the European Consultative Forum for Quality Assurance in Higher Education.
• The mutual trust among institutions and agencies will grow.
• The move toward mutual recognition will be assisted.

## Summary list of European standards for quality assurance

This summary list of European standards for quality assurance in higher education is drawn from Chapter 2 of the report and is placed here for ease of reference. It omits the accompanying guidelines. The standards are in three parts covering internal quality assurance of higher education institutions, external quality assurance of higher education, and quality assurance of external quality assurance agencies.

### Part 1: European standards and guidelines for internal quality assurance within higher education institutions

**1.1** Policy and procedures for quality assurance: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

**1.2** Approval, monitoring and periodic review of programmes and awards: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

**1.3** Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.

**1.4** Quality assurance of teaching staff: Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

**1.5** Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

**1.6** Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

**1.7** Public information: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

### Part 2: European standards for the external quality assurance of higher education

**2.1** Use of internal quality assurance procedures: External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

**2.2** Development of external quality assurance processes: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

**2.3** Criteria for decisions: Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

**2.4** Processes fit for purpose: All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

**2.5** Reporting: Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

**2.6** Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

**2.7** Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

**2.8** System-wide analyses: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

### Part 3: European standards for external quality assurance agencies

**3.1** Use of external quality assurance procedures for higher education: The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

**3.2** Official status: Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

**3.3** Activities: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

**3.4** Resources: Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

**3.5** Mission statement: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

**3.6** Independence: Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

**3.7** External quality assurance criteria and processes used by the agencies: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

**3.8** Accountability procedures: Agencies should have in place procedures for their own accountability.

## 1 Context, Aims and Principles

In the Berlin communiqué of 19 September 2003 the Ministers of the Bologna Process signatory states invited ENQA through its members, in cooperation with the EUA, EURASHE, and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance and to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005. The Ministers also asked ENQA to take due account of the expertise of other quality assurance associations and networks.

ENQA welcomed this opportunity to make a major contribution to the development of the European dimension in quality assurance and, thereby, to further the aims of the Bologna Process.

The work has involved many different organisations and interest groups. First, ENQA members have been extensively involved in the process. Members have participated in working groups, and draft reports have been important elements in the agenda of the ENQA General Assemblies in June and November 2004. Secondly, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the National Unions of Students in Europe (ESIB) and the European Commission have participated through regular meetings in the 'E4 Group'. Thirdly, the contacts with and contributions from other networks, such as the European Consortium for Accreditation (ECA) and the Central and Eastern European Network of Quality Assurance Agencies (CEE Network), have been particularly valuable in the drafting process. Finally, ENQA and its partners have made good use of their individual international contacts and experiences and in this way ensured that relevant international perspectives were brought into the process.

Quality assurance in higher education is by no means only a European concern. All over the world there is an increasing interest in quality and standards, reflecting both the rapid growth of higher education and its cost to the public and the private purse. Accordingly, if Europe is to achieve its aspiration to be the most dynamic and knowledge-based economy in the world (Lisbon Strategy), then European higher education will need to demonstrate that it takes the quality of its programmes and awards seriously and is willing to put into place the means of assuring and demonstrating that quality. The initiatives and demands, which are springing up both inside and outside Europe in the face of this internationalisation of higher education, demand a response. The commitment of all those involved in the production of these proposals augurs well for the fulfilment of a truly European dimension to quality assurance with which to reinforce the attractiveness of the EHEA's higher education offering.

The proposals contained in this report are underpinned by a number of principles which are described in more detail in the two chapters which cover the two parts of the Berlin mandate. However, some fundamental principles should permeate the whole work:

- the interests of students as well as employers and the society more generally in good quality higher education;
- the central importance of institutional autonomy, tempered by a recognition that this brings with it heavy responsibilities;
- the need for external quality assurance to be fit for its purpose and to place only an appropriate and necessary burden on institutions for the achievement of its objectives.

The EHEA with its 40 states is characterised by its diversity of political systems, higher education systems, socio-cultural and educational traditions, languages, aspirations and expectations. This makes

a single monolithic approach to quality, standards and quality assurance in higher education inappropriate.

In the light of this diversity and variety, generally acknowledged as being one of the glories of Europe, the report sets its face against a narrow, prescriptive and highly formulated approach to standards. In both the standards and the guidelines, the report prefers the generic principle to the specific requirement. It does this because it believes that this approach is more likely to lead to broad acceptance in the first instance and because it will provide a more robust basis for the coming together of the different higher education communities across the EHEA. The generic standards ought to find a general resonance at the national [3] level of most signatory states. However, one consequence of the generic principle is that the standards and guidelines focus more on what should be done than how they should be achieved. Thus, the report does include procedural matters, but it has given a priority to standards and guidelines, especially in Chapter 2.

Finally, it must be emphasised that reaching agreement for this report is not the same thing as fulfilling the Bologna goal of a quality assurance dimension for the EHEA. Ahead lies more work to implement the recommendations of the report and secure the implied quality culture among both the higher education institutions and the external quality assurance agencies.

**3** Throughout the report, the term 'national' also includes the regional context with regard to quality assurance agencies,national contexts and authorities etc.

## 2 European Standards and Guidelines

The Ministers' mandate to develop 'an agreed set of standards, procedures and guidelines on quality assurance' raised a number of important questions. 'Quality assurance' is a generic term in higher education which lends itself to many interpretations: It is not possible to use one definition to cover all circumstances.

Similarly, the word 'standards' is employed in a variety of ways across Europe, ranging from statements of narrowly defined regulatory requirements to more generalised descriptions of good practice.

The words also have very different meanings in the local contexts of national higher education systems.

Moreover, the drafting process itself has made evident that, within the quality assurance community itself, there are some quite fundamental differences of view of the appropriate relationship that should be established between higher education institutions and their external evaluators. Some, mainly from agencies which accredit programmes or institutions, take the view that external quality assurance is essentially a matter of 'consumer protection', requiring a clear distance to be established between the quality assurance agency and the higher education institutions whose work they assess, while other agencies see the principal purpose of external quality assurance to be the provision of advice and guidance in pursuit of improvements in the standards and quality of programmes of study and associated qualifications. In the latter case a close relationship between the evaluators and the evalu-

ated is a requirement. Yet others wish to adopt a position somewhere between the two, seeking to balance accountability and improvement.

Nor is it just the quality assurance agencies that have different views on these matters. The interests of the higher education institutions and student representative bodies are not always the same, the former seeking a high level of autonomy with a minimum of external regulation or evaluation (and that at the level of the whole institution), the latter wanting institutions to be publicly accountable through frequent inspection at the level of the programme or qualification.

Finally, the standards and guidelines relate only to the three cycles of higher education described in the Bologna Declaration and are not intended to cover the area of research or general institutional management.

## Background of the standards and guidelines

This section of the report contains a set of proposed standards and guidelines for quality assurance in the EHEA. The standards and guidelines are designed to be applicable to all higher education institutions and quality assurance agencies in Europe, irrespective of their structure, function and size, and the national system in which they are located. As mentioned earlier, it has not been considered appropriate to include detailed 'procedures' in the recommendations of this chapter of the report, since institutional and agency procedures are an important part of their autonomy. It will be for the institutions and agencies themselves, co-operating within their individual contexts, to decide the procedural consequences of adopting the standards contained in this report.

As their starting point, the standards and guidelines endorse the spirit of the July 2003 Graz Declaration of the European University Association (EUA) which states that 'the purpose of a European dimension to quality assurance is to promote mutual trust and improve transparency while respecting the diversity of national contexts and subject areas'. Consonant with the Graz declaration, the standards and guidelines contained in this report recognise the primacy of national systems of higher education, the importance of institutional and agency autonomy within those national systems, and the particular requirements of different academic subjects. In addition, the standards and guidelines owe much to the experience gained during the ENQA-coordinated pilot project 'Transnational European Evaluation Project' (TEEP), which investigated, in three disciplines, the operational implications of a European transnational quality evaluation process.

The standards and guidelines also take into account the quality convergence study published by ENQA in March 2005, which examined the reasons for differences between different national approaches to external quality assurance and constraints on their convergence. Further, they reflect the statement of Ministers in the Berlin communiqu. that 'consistent with the principle of institutional autonomy, the primary

responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework'.

In these standards and guidelines, therefore, an appropriate balance has been sought between the creation and development of internal quality cultures, and the role which external quality assurance procedures may play.

In addition, the standards and guidelines have also benefited particularly from the 'Code of Good Practice' published in December 2004 by the European Consortium for Accreditation (ECA) and other perspectives included in ESIB's 'Statement on agreed set of standards, procedures and guidelines at a European level' (April 2004) and 'Statement on peer review of quality assurance and accreditation agencies' (April 2004), EUA's 'QA policy position in the context of the Berlin Communiqué' (April 2004) andthe EURASHE Policy Statement on the Bologna Process (June 2004). Finally, an international perspective has been included by comparing the standards on external quality assurance with the 'Guidelines for good practice' being implemented by the international network INQAAHE.

## Introduction to Parts 1 and 2: European standards and guidelines for internal and external quality assurance of higher education

The standards and guidelines for internal and external quality assurance, which follow, have been developed for the use of higher education institutions and quality assurance agencies working in the EHEA, covering key areas relating to quality and standards.

The purpose of these standards and guidelines is to provide a source of assistance and guidance to both higher education institutions in developing their own quality assurance systems and agencies undertaking external quality assurance, as well as to contribute to a common frame of reference, which can be used by institutions and agencies alike. It is not the intention that these standards and guidelines should dictate practice or be interpreted as prescriptive or unchangeable.

In some countries of the EHEA the ministry of education or an equivalent organisation has the responsibility for some of the areas covered by the standards and guidelines. Where this is the case, that ministry or organisation should ensure that appropriate quality assurance mechanisms are in place and subject to independent reviews.

### Basic principles

The standards and guidelines are based on a number of basic principles about quality assurance, both internal in and external to higher education in the EHEA. These include:

- providers of higher education have the primary responsibility for the quality of their provision and its assurance;

• the interests of society in the quality and standards of higher education need to be safeguarded;
• the quality of academic programmes need to be developed and improved for students and other beneficiaries of higher education across the EHEA;
• there need to be efficient and effective organisational structures within which those academic programmes can be provided and supported;
• transparency and the use of external expertise in quality assurance processes are important;
• there should be encouragement of a culture of quality within higher education institutions;
• processes should be developed through which higher education institutions can demonstrate their accountability, including accountability for the investment of public and private money;
• quality assurance for accountability purposes is fully compatible with quality assurance for enhancement purposes;
• institutions should be able to demonstrate their quality at home and internationally;
• processes used should not stifle diversity and innovation.

**Purposes of the standards and guidelines**

The purposes of the standards and guidelines are:
• to improve the education available to students in higher education institutions in the EHEA;
• to assist higher education institutions in managing and enhancing their quality and, thereby, to help to justify their institutional autonomy;
• to form a background for quality assurance agencies in their work;
• to make external quality assurance more transparent and simpler to understand for everybody involved.

**Objectives of the standards and guidelines**

The objectives of the standards and guidelines are:
• to encourage the development of higher education institutions which foster vibrant intellectual and educational achievement;
• to provide a source of assistance and guidance to higher education institutions and other relevant agencies in developing their own culture of quality assurance;
• to inform and raise the expectations of higher education institutions, students, employers and other stakeholders about the processes and outcomes of higher education;
• to contribute to a common frame of reference for the provision of higher education and the assurance of quality within the EHEA.

**External quality assurance**

The standards and guidelines proposed in this report envisage an important role for external quality assurance.

The form of this varies from system to system and can include institutional evaluations of different types; subject or programme evaluations; accreditation at subject, programme and institutional levels; and combinations of these. Such external evaluations largely depend for their full effectiveness on there being an explicit internal quality assurance strategy, with specific objectives, and on the use, within institutions, of mechanisms and methods aimed at achieving those objectives.

Quality assurance can be undertaken by external agencies for a number of purposes, including:

- safeguarding of national academic standards for higher education;
- accreditation of programmes and/or institutions;
- user protection;
- public provision of independently-verified information (quantitative and qualitative) about programmes or institutions;
- improvement and enhancement of quality.

The activities of European quality assurance agencies will reflect the legal, social and cultural requirements of the jurisdictions and environments in which they operate. European standards relating to the quality assurance of quality assurance agencies themselves are contained in Part 3 of this chapter.

The processes carried out by quality assurance agencies will properly depend upon their purposes and the outcomes they are intended to achieve. The procedures adopted by those agencies that are concerned to emphasise principally the enhancement of quality may be quite different from those whose function is first to provide strong 'consumer protection'. The standards that follow reflect basic good practice across Europe in external quality assurance, but do not attempt to provide detailed guidance about what should be examined or how quality assurance activities should be conducted. Those are matters of national autonomy, although the exchange of information amongst agencies and authorities is already leading to the emergence of convergent elements.

There are, however, already some general principles of good practice in external quality assurance processes:

- institutional autonomy should be respected;
- the interests of students and other stakeholders such as labour market representatives should be at the forefront of external quality assurance processes;
- use should be made, wherever possible, of the results of institutions' own internal quality assurance activities.

The 'guidelines' provide additional information about good practice and in some cases explain in more detail the meaning and importance of the standards. Although the guidelines are not part of the standards themselves, the standards should be considered in conjunction with them.

## Part 1: European standards and guidelines for internal quality assurance within higher education institutions

### 1.1 Policy and procedures for quality assurance

**Standard:**

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.

The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

**Guidelines:**

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The policy statement is expected to include:

- the relationship between teaching and research in the institution;
- the institution's strategy for quality and standards;
- the organisation of the quality assurance system;
- the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
- the involvement of students in quality assurance;
- the ways in which the policy is implemented, monitored and revised.

The realisation of the EHEA depends crucially on a commitment at all levels of an institution to ensuring that its programmes have clear and explicit intended outcomes; that its staff are ready, willing and able to provide teaching and learner support that will help its students achieve those outcomes; and that there is full, timely and tangible recognition of the contribution to its work by those of its staff who demonstrate particular excellence, expertise and dedication. All higher education institutions should aspire to improve and enhance the education they offer their students.

## 1.2 Approval, monitoring and periodic review of programmes and awards

**Standard:**

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

**Guidelines:**

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programmes and awards are expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and programme design and content;
- specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional);
- availability of appropriate learning resources;
- formal programme approval procedures by a body other than that teaching the programme;
- monitoring of the progress and achievements of students;
- regular periodic reviews of programmes (including external panel members);
- regular feedback from employers, labour market representatives and other relevant organisations;
- participation of students in quality assurance activities.

## 1.3 Assessment of students

**Standard:**

Students should be assessed using published criteria, regulations and procedures which are applied consistently.

**Guidelines:**

The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.

Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgements of single examiners;
- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures.

In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

## 1.4 Quality assurance of teaching staff

**Standard:**

Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

**Guidelines:**

Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

## 1.5 Learning resources and student support

**Standard:**

Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

**Guidelines:**

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counsellors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

## 1.6 Information systems

**Standard:**

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

**Guidelines:**

Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analysing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices.

The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:

- student progression and success rates;
- employability of graduates;
- students' satisfaction with their programmes;
- effectiveness of teachers;
- profile of the student population;
- learning resources available and their costs;
- the institution's own key performance indicators.

There is also value in institutions comparing themselves with other similar organisations within the EHEA and beyond. This allows them to extend the range of their self-knowledge and to access possible ways of improving their own performance.

## 1.7 Public information

**Standard:**

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

**Guidelines:**

In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations in respect of impartiality and objectivity.

# Part 2: European standards and guidelines for the external quality assurance of higher education

## 2.1 Use of internal quality assurance procedures

**Standard:**

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

**Guidelines:**

The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met.

If higher education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

## 2.2 Development of external quality assurance processes

**Standard:**

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should

be published with a description of the procedures to be used.

**Guidelines:**

In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including higher education institutions. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used.

As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of higher education institutions.

## 2.3 Criteria for decisions

**Standard:**

Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

**Guidelines:**

Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner. Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

## 2.4 Processes fit for purpose

**Standard:**

All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

**Guidelines:**

Quality assurance agencies within the EHEA undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes. Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the European dimension to quality assurance.

Amongst these elements the following are particularly noteworthy:

- insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task;
- the exercise of care in the selection of experts;
- the provision of appropriate briefing or training for experts;
- the use of international experts;
- participation of students;
- ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;
- the use of the self-evaluation/site visit/draft report/published report/follow-up model of review;
- recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality.

## 2.5 Reporting

**Standard:**

Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

**Guidelines:**

In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers.

Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

## 2.6 Follow-up procedures

**Standard:**

Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

**Guidelines:**

Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

## 2.7 Periodic reviews

**Standard:**

External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis.

The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

**Guidelines:**

Quality assurance is not a static but a dynamic process. It should be continuous and not 'once in a lifetime'. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically renewed. Subsequent external reviews should take into account progress that has been made since the previous event. The process to be used in all external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

## 2.8 System-wide analyses

**Standard:**

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

**Guidelines:**

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole higher education systems.

Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

## Introduction to Part 3: European standards and guidelines for external quality assurance agencies

The growth of European external quality assurance agencies has been expansive since the early 1990s. At the same time cooperation and sharing of best practices among agencies have been an integrated element in this development. Already in 1994/95 the so-called European Pilot Projects initiated by the European Commission resulted in the mutual recognition by agencies of the basic methodology of quality assurance: independent agencies, self-evaluations, external site visits and public reporting, laid down in the 1998 EU Council Recommendation on quality assurance in higher education. The creation of ENQA in 2000 was therefore a natural formalisation of this development in cooperation, and ENQA has been able to build on the state-of-the-art consensus arrived at during the 1990s.

The European standards for external quality assurance agencies, which follow, have been developed on the premises of this development in the young history of European external quality assurance. Moreover it is the conscious ambition that the standards should be neither too detailed nor too prescriptive.

They must not reduce the freedom of European quality assurance agencies to reflect in their organisations and processes the experiences and expectations of their nation or region. The standards must, though, ensure that the professionalism, credibility and integrity of the agencies are visible and transparent to their stakeholders and must permit comparability to be observable among the agencies and allow the necessary European dimension.

It should be added that in this way the standards do also contribute naturally to the work being done towards mutual recognition of agencies and the results of agency evaluations or accreditations. This work has been explored in the Nordic Quality Assurance Network in Higher Education (NOQA) and is part of the 'Code of Good Practise' by the European Consortium for Accreditation (ECA).

Several 'guidelines' have been added to provide additional information about good practice and in some cases explain in more detail the meaning and importance of the standards. Although the guidelines are not part of the standards themselves, the standards should be considered in conjunction with them.

## Part 3: European standards for external quality assurance agencies

### 3.1 Use of external quality assurance procedures for higher education

**Standard:**

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

**Guidelines:**

The standards for external quality assurance contained in Part 2 provide a valuable basis for the external quality assessment process. The standards reflect best practices and experiences gained through the development of external quality assurance in Europe since the early 1990s. It is therefore important that these standards are integrated into the processes applied by external quality assurance agencies towards the higher education institutions.

The standards for external quality assurance should together with the standards for external quality assurance agencies constitute the basis for professional and credible external quality assurance of higher education institutions.

### 3.2 Official status

**Standard:**

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

### 3.3 Activities

**Standard:**

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

**Guidelines:**

These may involve evaluation, review, audit, assessment, accreditation or other similar activities and should be part of the core functions of the agency.

## 3.4 Resources

**Standard:**

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

## 3.5 Mission statement

**Standard:**

Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

**Guidelines:**

These statements should describe the goals and objectives of agencies' quality assurance processes, the division of labour with relevant stakeholders in higher education, especially the higher education institutions, and the cultural and historical context of their work. The statements should make clear that the external quality assurance process is a major activity of the agency and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statements are translated into a clear policy and management plan.

## 3.6 Independence

**Standard:**

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

**Guidelines:**

An agency will need to demonstrate its independence through measures, such as:

- Its operational independence from higher education institutions and governments is guaranteed in official documentation (e.g. instruments of governance or legislative acts).
- The definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence.
- While relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance pro-

cesses, the final outcomes of the quality assurance processes remain the responsibility of the agency.

## 3.7 External quality assurance criteria and processes used by the agencies

**Standard:**

The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

**Guidelines:**

Agencies may develop and use other processes and procedures for particular purposes.

Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people.

Agencies that make formal quality assurance decisions, or conclusions which have formal consequences should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency.

## 3.8 Accountability procedures

**Standard:**

Agencies should have in place procedures for their own accountability.

**Guidelines:**

These procedures are expected to include the following:

1. A published policy for the assurance of the quality of the agency itself, made available on its website;

2. Documentation which demonstrates that:

- the agency's processes and results reflect its mission and goals of quality assurance;
- the agency has in place, and enforces, a no-conflict-of-interest

mechanism in the work of its external experts;

• the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;

• the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.

3. A mandatory cyclical external review of the agency's activities at least once every five years.

## 3 Peer Review System for Quality Assurance Agencies

In Berlin the Ministers called 'upon ENQA, through its members, in cooperation with the EUA, EURASHE, and ESIB, to ... explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies'.

ENQA and its partners have met this call by building on the interpretation of the mandate that a system of peer review of agencies must include not only the peer review process itself, but also a careful consideration of the quality standards on which a review could build. Further, there has been agreement in the process that peer review of agencies should be interpreted as basically the means to achieve the goal of transparency, visibility and comparability of quality of agencies.

Therefore, this report has as a major proposal the creation of a register of recognised external quality assurance agencies operating in higher education within Europe. This proposal is in essence a response to expectations that there is likely soon to be an increase of quality assurance bodies keen to make a profit from the value of a recognition or accreditation label. Experience elsewhere has shown that it is difficult to control such enterprises, but Europe has a possibly unique opportunity to exercise practical management of this new market, not in order to protect the interests of already established agencies, but to make sure that the benefits of quality assurance are not diminished by the activities of disreputable practitioners.

The work on these proposals has principally taken into consideration the European context and demands. At the same time there has been awareness in the process that similar experiences and processes are developing internationally. This chapter therefore opens with a brief analysis of the international experiences and initiatives relevant for the drafting of this part of the report. It then outlines the proposed peer review system based on the subsidiarity principle and the European standards for external quality assurance agencies. This outline leads

to a presentation of the recommended register of external quality assurance agencies operating in Europe. The peer reviews and the agencies' compliance with the European standards play a crucial role in the composition of the register. Finally, a European Consultative Forum for Quality Assurance in Higher Education is proposed.

## International context

Europe is not the only area where dynamic developments in the field of higher education quality assurance are currently taking place. This section describes some of the experiences and initiatives of organisations such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the International Association of University Presidents (IAUP), the Council for Higher Education Accreditation in the United States (CHEA), OECD and UNESCO. The work of these organisations in relation to quality assurance have been found useful during the drafting of this report. Even though these international experiences have not been directly included in the specific recommendations, some key international elements are presented below in a manner that relates to the recommendations in this chapter.

The identification of good quality and good practices of external quality assurance agencies has also been on the international agenda for several years. INQAAHE discussed in 1999 and onwards a quality label for external quality assurance agencies, an idea originally initiated by the IAUP, in order to meet the need for higher education institutions to identify which agencies are qualified to fulfil the external quality assurance role. The quality label met widespread opposition and instead INQAAHE has focused on formulating good practice criteria for agencies. The result is a set of principles that presents common denominators of good practice while at the same time recognising the international diversity of agencies in terms of purposes and historical-cultural contexts.

In terms of the recommendations on peer review of agencies, the work done by CHEA is relevant.

CHEA is a non-governmental organisation functioning as an umbrella body for the US regional, specialised, national and professional accreditation agencies. Accrediting organisations that seek recognition by CHEA must demonstrate that they meet CHEA recognition standards. Accrediting organisations will be expected to advance academic quality, demonstrate accountability, encourage improvement, employ appropriate procedures, continually reassess accreditation practices and possess sufficient resources. CHEA will demand that members undergo so-called recognition reviews every six years. There are basic similarities and compatibility between the CHEA approach and the proposals of this report, for instance in terms of cyclical reviews. However, this report has given a priority to a distinct focus on the quality assurance of agencies.

A separate initiative has been taken jointly by OECD and UNES-

CO to elaborate guidelines for quality provision in cross-border higher education. The OECD-UNESCO guidelines will be finalised in 2005, but the drafting process has identified the contrast between the need to regulate the internationalisation of higher education and the fact that existing national quality assurance capacity often focuses exclusively on domestic delivery by domestic institutions. Therefore, it is posed as a challenge for the current quality assurance systems to develop appropriate methodologies and mechanisms to cover foreign providers and programmes in addition to national providers and programmes in order to maximise the benefits and limit the potential disadvantages of the internationalisation of higher education.

The proposed OECD-UNESCO guidelines recommend that external quality assurance agencies ensure that their quality assurance arrangements include foreign and for-profit institutions/providers as well as distance education delivery and other non-traditional modes of educational delivery. However, the drafting process of the guidelines also recognises that the inclusion of foreign providers in the remit of national agencies will in most cases require changes in national legislation and administrative procedures.

This report recognises the importance and implications of internationalisation for the quality assurance of higher education institutions. Although it has been considered too early to include a reference to this in the proposed European standards for external quality assurance, the proposal for a European register does explicitly include agencies from outside Europe operating here as well as European agencies with cross-border operations.

It should also be recognised that the continuing European process fully meets the OECD-UNESCO recommendation that agencies should sustain and strengthen the existing regional and international networks.

## Cyclical reviews of agencies

The field of external quality assurance of higher education in Europe is relatively young. However, it may be considered an element of growing maturity among agencies that recent years have evidenced an interest in enhancing credibility of agency work by focusing on internal and external quality assurance of agencies themselves. An ENQA workshop in February 2003 in Sitges, Spain, had quality assurance of agencies as its theme. The participants discussed existing experiences of external evaluation of agencies and one conclusion of the workshop was a recommendation that ENQA should work towards making cyclical external reviews of member agencies. Accordingly, ENQA received the Berlin mandate at a time when discussion of external reviews of agencies had already begun in ENQA and been an element in E4 meetings.

This report recommends that any European agency should at no more than five-year intervals conductor be submitted to a cyclical ex-

ternal review of its processes and activities. The results should be documented in a report which states the extent to which the agency is in compliance with the European standards for external quality assurance agencies (see Chapter 2, Part 3).

In the EHEA the map of providers and operators in external quality assurance of higher education will no doubt be more complicated in the future. Therefore, it is important that non-ENQA members are included in considerations on quality assurance of agencies. And it is even more important that agencies from outside Europe have an open opportunity, if they want it, to measure themselves against the recommended European standards. Therefore, the report does not wish to confine the focus of this recommendation to nationally recognised European agencies and thus by implication only actual or potential ENQA members. On the contrary, agencies from outside Europe, but operating in Europe, or European agencies that are not nationally recognised, must also be allowed to opt for a review that assesses its compliance with the European standards.

The general principles for cyclical reviews are proposed to be as follows:

• External quality assurance agencies established and officially recognised as national agencies by a Bologna signatory state should normally be reviewed on a national basis, thus respecting the subsidiarity principle – even if they also operate beyond national borders. These European national agencies may on the other hand also opt for reviews organised by ENQA rather than internal nationally based reviews. The reviews of agencies should include an assessment of whether the agencies are in compliance with the European standards for external quality assurance agencies.

• Agencies not established and officially recognised in a Bologna signatory state may on their own initiative opt to be reviewed against the European standards for external quality assurance agencies.

• The reviews should follow the process comprising a self-evaluation, an independent panel of experts and a published report.

An external review will typically be initiated at the national or agency level. It is therefore expected that reviews of agencies will usually follow from national regulations or from the internal quality assurance processes in place in the agency. This report wishes strongly to emphasise the importance of respecting the subsidiarity principle, and it is therefore proposed that ENQA, in respect of its own members, takes the initiative toward an agency only in the case where after five years no initiative has been taken nationally or by the agency itself. In case the agency is a non-ENQA member and after five years no initiative has been taken nationally or by the agency itself, the European Register Committee is responsible for initiating the review.

When national authorities initiate reviews, the purpose could obviously be quite broad and include the agency's fulfilment of the national mandate, e.g. However, it is a core element in this proposal that reviews – regardless of whether they are initiated at a national, agency or ENQA

level – must always explicitly consider the extent to which the agency conforms with the European standards for external quality assurance agencies. The ENQA General Assembly decided at its meeting in November 2004 that the membership criteria of ENQA should conform with the proposed European standards for external quality assurance agencies. Accordingly, the review of an agency will not only make evident the level of conformity with the European standards, but also at the same time indicate the level of compliance with ENQA membership criteria.

Finally, the report stresses that the involvement of international experts with appropriate expertise and experience will provide substantial benefit to the review process.

The follow-up of a cyclical review will first and foremost be the responsibility of the national authorities or owners of the agency and, of course, of the agency itself. ENQA will have a role in the followup only in the case of member agencies where ENQA must certify the degree to which the member agency meets the European standards for external quality assurance agencies according to the review.

ENQA regulations will specify the consequences if this is not the case. An illustrative outline of an exemplary process of an external review of an agency is shown in the annex to this report.

## Register of external quality assurance agencies operating in Europe

ENQA committed itself before the Berlin Ministerial meeting of 2003 to develop in cooperation with the relevant stakeholders a European register of quality assurance agencies, covering public, private, and thematic agencies, operating or planning to operate in Europe.

The register would meet the interest of higher education institutions and governments in being able to identify professional and credible quality assurance agencies operating in Europe. This interest has firstly its basis in the complicated area of recognition of non-national degrees. Recognition procedures would be strengthened if it were transparent to what extent providers were themselves quality assured by recognised agencies. Secondly, it is increasingly possible for higher education institutions to seek quality assurance from agencies across national borders. Higher education institutions would of course be helped in this process by being able to identify professional agencies from a reliable register.

The most valuable asset of the register would thus be its informative value to institutions and other stakeholders, and the register could in itself become a very useful instrument for achieving transparency and comparability of external quality assurance of higher education institutions.

The register must make evident the level of compliance of entrants with the European standards for external quality assurance agencies. However, it is important to stress that this report does not aim at pro-

posing the register as a ranking instrument.

The register should be open for applications from all agencies providing services within Europe, including those operating from countries outside Europe or those with a transnational or international basis. The agencies will be placed into different sections of the register depending on whether they are peer reviewed or not, whether they comply with the European standards for external quality assurance agencies or not, and whether they operate strictly nationally or across borders.

A possible structure for the register is therefore:

**Section 1.** Peer reviewed agencies, divided into the following categories:

- European national agencies that have been reviewed and fulfil all the European standards for external quality assurance agencies.
- European national agencies that have been reviewed, but do not fulfil all the European standards for external quality assurance agencies.
- Non-national and extra-European agencies that operate in Europe, have been reviewed and fulfil all the European standards for external quality assurance agencies.
- Non-national and extra-European agencies that operate in Europe and have been reviewed, but do not fulfil all the European standards for external quality assurance agencies.

**Section 2.** Non-reviewed agencies

European national agencies, non-national agencies and extra-European agencies that have not been reviewed and are therefore listed according to information gained from their application for inclusion in the register.

Presented in a grid, the structure of the register is this:

| PROPOSED REGISTER STRUCTURE | | Reviewed | | Not reviewed |
|---|---|---|---|---|
| | | Compliance with European standards | Non-compliance with European standards | |
| European national agencies | National operators | | | |
| | Cross-border operators | | | |
| European non-national agencies | | | | |
| Extra-European agencies | | | | |

A European Register Committee will decide on admissions to the European register. The committee will use agency compliance with the European standards for external quality assurance agencies as identified in the cyclical review as one criterion for placement in the register. Other criteria should be developed which will take account of the diversity of the higher education systems.

The committee will be a light, non-bureaucratic construction with nine members nominated by EURASHE, ESIB, EUA, ENQA and organisations representing European employers, unions and professional organisations plus government representatives. These members will act in an individual capacity and not as mandated representatives of the nominating organisations. ENQA will perform the secretarial duties for the committee which will meet at least on a semi-annual basis.

The European Register Committee will as one of its first implementation tasks formalise the ownership of the register.

Another immediate task for the European Register Committee must be to establish an independent and credible appeals system to secure the rights of those that have been refused or that cannot accept their placement in the register. This appeals system should be an element in the protocol to be drafted by the committee soon after it has become operational.

## European Consultative Forum for Quality Assurance in Higher Education

Since the Prague meeting in 2001 the E4 group, consisting of ENQA, EUA, ESIB and EURASHE, has met on a regular basis to discuss respective views on the Bologna Process and European quality in higher education. Since the Berlin meeting in 2003 the E4 meetings have had as their major focus the implementation of the mandate of the Ministers on quality assurance in higher education.

This cooperation at the European level has proved constructive. The four organisations have therefore agreed that a European Consultative Forum for Quality Assurance in Higher Education will continue to exist building from the E4 group. The foundation of such a forum would in practical terms establish the current cooperation between ENQA, EUA, EURASHE and ESIB on a more permanent basis. The forum would function primarily as a consultative and advisory forum for the major European stakeholders and it would resemble the current arrangements where the four respective organisations finance their own expenses and participation without the creation of a new administrative structure. In the longer term the forum should also include labour market representatives.

## 4 Future Perspectives and Challenges

This report contains proposals and recommendations that have been developed and endorsed by the key European players in the world

of quality assurance in higher education. The very existence of the report is a testimony to the achievement of a joint understanding in a field where such an understanding might be thought inherently unlikely, given the different interests in play. The proposals offer increased transparency, security and information about higher education for students and society more generally. They equally offer higher education institutions recognition and credibility and opportunities to demonstrate their dedication to high quality in an increasingly competitive and sceptical environment. For the quality assurance agencies the proposals enhance their own quality and credibility and connect them more productively to their wider European professional fraternity.

The proposals will remain no more than proposals, however, if they are not accompanied by an effective implementation strategy. If approved by the Ministers in Bergen, immediate steps will be taken to begin to introduce some of the key elements of this report. The register of quality assurance agencies should be envisaged as being started during the latter half of 2005 and to be ready to go on-line in 2006.

The ENQA secretariat has made provision for the extra resources that will be necessary for this purpose.

Following the Ministerial meeting, ENQA will take the necessary concrete initiatives towards establishing the European Register Committee. The committee will begin its work with formalising the ownership of the register and drafting a protocol based on the preliminary work done by ENQA in the spring of 2005.

The first of the cyclical reviews should be expected to take place during 2005.

The European Consultative Forum for Quality Assurance in Higher Education will also be an early initiative. Thus, the outcomes of the Bergen Ministerial meeting, and the establishment of the forum will be the main theme of the next meeting between ENQA and its E4 partners in June 2005. In addition, the future cooperation with other key stakeholders such as labour market representatives will be subject to discussions. ENQA has also arranged a meeting with the other European quality assurance networks prior to the next ENQA General Assembly in September 2005.

The possibility of rapid implementation of certain of the proposals of this report should not be taken to mean that the task of embedding the rest of them will be easy. It will take longer for the internal and external quality assurance standards to be widely adopted by institutions and agencies, because their acceptance will depend on a willingness to change and develop on the part of signatory states with longestablished and powerful higher education systems. What is proposed in the internal quality assurance standards will be challenging for some higher education institutions, especially where there is a new and developing tradition of quality assurance or where the focus on students' needs and their preparation to enter the employment market is not embedded in the institutional culture. Similarly, the standards for external quality assurance and for quality assurance agencies themselves will

require all participants, and especially the agencies, to look very carefully at themselves and to measure their practices against the European expectation. The new cyclical review procedure will provide a timely focus for this purpose. It will only be when the benefits of adoption of the standards are seen that there is likely to be general acceptance of them.

The EHEA operates on the basis of individual national responsibility for higher education and this implies autonomy in matters of external quality assurance. Because of this the report is not and cannot be regulatory but makes its recommendations and proposals in a spirit of mutual respect among professionals; experts drawn from higher education institutions including students; ministries; and quality assurance agencies. Some signatory states may want to enshrine the standards and review process in their legislative or administrative frameworks. Others may wish to take a longer view of the appropriateness of doing so, weighing the advantages of change against the strengths of the status quo. The proposed European Consultative Forum for Quality Assurance in Higher Education should prove a useful place in which to discuss, debate and learn about new thinking, the experiences of other systems and the similarities and dissimilarities of national experiences.

All in all, there will be a considerable and challenging workload for ENQA, its E4 partners and other key stakeholders to get to grips with in the coming years. The report therefore makes it clear that completion of this report is not the same thing as fulfilling the Bologna goal of a quality assurance dimension for the EHEA. Ahead lies more work to implement the recommendations of the report and secure the implied quality culture among both the higher education institutions and the external quality assurance agencies.

What has been set in motion by the Berlin mandate will need continuing maintenance and coaxing if it is to provide the fully functioning European dimension of quality assurance for the EHEA.

A European higher education area with strong, autonomous and effective higher education institutions, a keen sense of the importance of quality and standards, good peer reviews, credible quality assurance agencies, an effective register and increased co-operation with other stakeholders, such as employers, is now possible and the proposals contained in this report will go a long way towards making that vision a reality.

## *Annex:*
## Cyclical review of quality assurance agencies[4] – a theoretical model

The model presented below is a proposed indicative outline for a process of external review of an externalquality assurance agency. It is presented as an example of a credible process suited to identify compliancewith the European standards for external quality assurance

**4** The structure of the annex approximates the one documented recently in a manual of a project on mutual recognition of quality assurance agencies in the Nordic countries.

agencies. However, note must be taken thatthe purpose is instructive and illustrative. Therefore, the level of detail is high and most likely higher than what will be perceived as needed in individual peer reviews of agencies. It follows from this that in no way must the process presented here be considered as a standard in itself. Further, it should be noted that in the presented example the term 'evaluation' is applied to cover objectives and processes. Terms, such as 'accreditation' or 'audit', might as well be applied.

The process covers the following elements:

- formulating terms of reference and protocol for the review;
- nomination and appointment of panel of experts;
- self-evaluation by the agency;
- site visit;
- reporting.

## 1 Terms of reference

The terms of reference must identify the goals of the review in terms of the perspectives and interests of authorities, stakeholders and the agency itself. All the main tasks and operations of the agency must be covered and in such a manner that it is evident that no hidden agendas are present.

## 2 Self-evaluation

### 2.1 Background information required from agency as basis of review

Relevant background information is necessary to understand the context in which the agency is working. The section is expected to include:

#### 2.1.1 A brief outline of the national higher education system, including:

- degree structure;
- institutional structure;
- procedures and involved parties in establishing new subjects, programmes and institutions;
- other quality assurance procedures;
- status of higher education institutions in relation to the government.

#### 2.1.2 A brief account of the history of the particular agency and of the evaluation of higher education in general:

- mission statement;
- establishment of the agency (government, higher education institutions, others);
- description of the legal framework and other formal regulations concerning the agency (e.g. parliamentary laws, ministerial orders or decrees);

- the financing of the agency;
- placement of the right to initiate evaluations;
- internal organisation of the agency; including procedures for appointment and composition of board/council;
- other responsibilities of the agency than the evaluation of higher education;
- international activities of the agency, including formal agreements as well as other activities, e.g.participation in conferences, working groups and staff exchange;
- role of the agency in follow-up on evaluations: consequences and sanctions.

## 2.2 External quality assurance undertaken by the agency

Evidence should be produced indicating that the agency undertakes on a regular basis external quality assurance of higher education institutions or programmes. This quality assurance should involve either evaluation, accreditation, review, audit or assessment, and these are part of the core functions of the agency.

By 'regular' it is understood that evaluations are planned on the basis of a systematic procedure and that several quality assessments have been conducted over the last two years.

This evidence should include:

- a description of the methodological scope of the agency;
- an account of the number of quality assessments conducted and the number of units evaluated.

## 2.3 Evaluation method applied by the agency

### 2.3.1 Background information

An account of the overall planning of an evaluation and other fundamental issues is needed to be able to determine if the agency is working on the basis of transparent methodological procedures. This account should include:

- the procedures for briefing of and communication with the evaluated institutions;
- the agency strategy for student participation;
- the procedures related to establishing the terms of reference/project plan of the individual assessment;
- the reference(s) for evaluation (predefined criteria, legal documents, subject benchmarks, professional standards, the stated goals of the evaluated institution);
- the extent to which the methodological elements are modified to specific reviews.

### 2.3.2 Elements of methodology

An account giving evidence that the methodology the agency is working on is pre-defined and public and that review results are public. The methodology includes:

- self-evaluation or equivalent procedure of the given object of evaluation;
- external evaluation by a group of experts and site visits as decided by the agency;
- publication of a report with public results.

The agency can also work out and apply other methodologies fit for special purposes.

The agency's decisions and reports are consistent in terms of principles and requirements, even if different groups form the judgements. If the agency makes evaluation decisions, there is an appeals system. This methodology is applied to the needs of the agencies.

If the agency is to make recommendations and/or conditional resolutions, it has a follow-up procedure to check on the results.

### 2.3.3 An account of the role of the external expert group

The account on the role of the external expert group should include:

- procedures for nomination and appointment of experts, including criteria for the use of international experts, and representatives of stakeholders such as employers and students;
- methods of briefing and training of experts;
- meetings between experts: number, scope and time schedule in relation to the overall evaluation process;
- division of labour between agency and experts;
- role of the agency's staff in the evaluations;
- identification and appointment of the member(s) of staff at the agency to be responsible for the evaluation.

### 2.3.4 Documentation

Several accounts of the agency's procedures for collecting documentation are needed to determine the procedures related to the self-evaluation of the agency and site visits:

#### *2.3.4.1 An account of the procedures related to self-evaluation*

This account should include:

- specification of content in the guidelines provided by the agency;
- procedural advice provided by the agency;
- requirements for composition of self-evaluation teams, including the role of students;
- training/information of self-evaluation teams;
- time available for conducting the self-evaluation.

#### *2.3.4.2 An account of the procedures related to the site visit*

This account should include:

- questionnaires/interviewing protocols;
- principles for selection of participants/informants (categories and specific participants);
- principles for the length of the visit;
- number of meetings and average length;

• documentation of the meetings (internal/external, minutes, transcriptions etc.);
• working methods of the external expert group.

#### *2.3.4.3 The reports*

The documentation should include the following information on the reports:

• purpose of the report;
• drafting of the report (agency staff or experts);
• format of report (design and length);
• content of report (documentation or only analysis/recommendations);
• principles for feedback from the evaluated parties on the draft report;
• publication procedures and policy (e.g. handling of the media);
• immediate follow-up (e.g. seminars and conferences);
• long-term follow-up activities (e.g. follow-up evaluation or visit).

### 2.3.5 System of appeal

The agency documents a method for appeals against its decisions and how this methodology is applied to the needs of the agency. It must be evident from the documentation to what extent the appeals system is based on a hearing process through which the agency can provide those under evaluation a means to comment on and question the outcomes of the evaluation.

Basically, the agency must provide evidence that the appeals system provides for those under evaluation an opportunity to express opinions about evaluation outcomes.

## 2.4 Additional documentation

This additional documentation should provide an account of the use of surveys, statistical material or other kinds of documentation not mentioned elsewhere. This material should be public.

## 2.5 Procedures for a quality system for agencies

The agency must document that it has in place internal quality assurance mechanisms that conform to those stipulated in the European standards for external quality assurance agencies.

## 2.6 Final reflections

An analysis of the agency's strengths, weaknesses, opportunities and threats is needed in order to give an account of the capacity of the agency to adapt to new demands and trends and to permanently improve its actions while maintaining a solid and credible methodological framework and governance model.

## 3 Guidelines for the external review panel

These guidelines describe the expectations to the external review panel. They comprise guidance on:

- appointment and general organisation;
- site visit;
- drafting of the report.

As described above, the agency under review should provide a self-evaluation report according to the provided guidelines. The self-study should be sent to the external review panel no later than a month before the visit.

### 3.1 Appointment of the external review panel

This section concerns the appointment of the experts that should conduct the review.

The external expert group should consist of the following experts:

- one or two quality assurance experts (international);
- representative of higher education institutions (national);
- student member (national);
- stakeholder member (for instance an employer, national).

One of these experts should be elected Chair of the external review panel. It is also recommended that the panel should be supplemented with a person who, in an independent capacity from the agency, would act as a secretary.

Nominations of the experts may come from the agencies, stakeholders or local authorities but in order to ensure that the review is credible and trustworthy, it is essential that the task of appointing the experts be given to a third party outside the agency involved. This third party could for instance be ENQA or an agency not involved in the process. The basis for the recognition of the experts should be declarations of their independence. However, the agency under review should have the possibility to comment on the final composition of the panel.

### 3.2 Site visit

A protocol must be available for the site visit along lines such as the following:

The visit is recommended to have a duration of two-three days, including preparation and follow-up, depending on the external review panel's prior knowledge of the agency under review and its context.

The day before the visit the panel will meet and agree on relevant themes for the visit. The purpose of the site visit is to validate the self-study. Interview guides should be drafted with this perspective in mind.

The visit could include separate meetings with members from the agency board, management, staff, experts, owners/key stakeholders and representatives from evaluated institutions at management level

as well as members from the internal self-evaluation committees.

## 3.3 Preparation of the report

Apart from fulfilling the general terms of reference the report must focus in a precise manner on compliance with the European standards for external quality assurance agencies as specified in the self-study protocol, as well as with possibilities for and recommendations on future improvements.

After the visit the external review panel assisted by the secretary will draft a report. The final version should be sent to the agency under review for comments on factual errors.

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