

**PATHWAYS AND GATEWAYS:
the structure and regulation of architectural education**

Preliminary Report

The UK Architectural Education Review Group

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1.0 Introduction

- 1.1 Architectural education has proved to be a valuable part of UK higher education in the last fifty years and it has developed a strong international reputation for excellence in both teaching and research. The recent changes to higher education funding and the changing nature of professional practice have contributed to an evolving environment for UK architectural education where flexibility and innovation are increasingly important factors for continuing success. Revisions to the European Union requirements for architectural education are also contributing to this changing and uncertain environment. It has become clear to many of those most closely involved in UK architectural education that if the sector is to continue to develop and flourish some change in its regulatory framework is required in order that adequate responses can evolve and be encouraged.
- 1.2 The title of the report refers to the principal elements of the regulatory framework. The term “pathway” is used to describe the route taken to registration and the term “gateway” is used to describe thresholds through which candidates must pass in order to gain entry into the profession. This preliminary report seeks to summarise the context in which UK architectural education operates and to suggest proposals for reform which can hopefully gather support across the full spectrum of stakeholders. The intention of the Review Group is to publish a final report by October 2013.

2.0 Executive Summary

- 2.1** The Review Group's aim is to help move toward a revised framework for architectural education which is fair, flexible and robust. The test of such a framework will be its ability to allow the UK architectural education sector freedom to innovate in the face of a rapidly changing education and professional landscape. Such innovation will be the key in generating programmes which are diverse, distinctive and internationally competitive. The hope is that architecture can continue to attract young people of extraordinary potential and that their education will enable them to develop their ability to maximum effect. The result will hopefully see an architectural profession accessible to all people drawn from the widest possible pool of talent and a vibrant architectural education sector offering a springboard into a variety of rewarding and productive careers. In short, a framework for architectural education which allows many routes into the profession and creates many opportunities beyond it.
- 2.2** Initially, in reviewing the existing situation, the Review Group surveyed the range of regulatory and professional requirements to which UK architectural education is subject. The Review Group also took evidence from a variety of interested parties to establish what anomalies or difficulties resulted from the constraints within which UK architectural education operates.

The Group's summary of findings is as follows:

- 1 UK architectural education has a strong track record of success but requires freedom to respond to rapidly changing circumstances in order to facilitate continued success.
- 2 There exists a broad, general consensus among stakeholders that:
 - (i) any revision to the framework should encourage and promote greater flexibility, distinctiveness and quality in educational pathways
 - (ii) any revision to the framework should allow pathways which can enable more diverse and varied careers
- 3 The regulatory framework as currently interpreted and applied:
 - (i) limits the diversity and distinctiveness of educational offers
 - (ii) creates inequities and anomalies in the treatment of students and candidates
 - (iii) places UK architectural education at a competitive disadvantage in the context of home and international student recruitment
 - (iv) fails to ensure competence across all syllabus areas at the point of registration
 - (v) is inefficient in terms of the resources it requires
- 4 The existing requirements create a high cost of education which can:
 - (i) inhibit widening participation from talented individuals from all areas of society
 - (ii) create an artificial barrier to the profession based solely on a student's willingness to accept high levels of personal debt.

2.3 The Review Group established the key aims of any future framework as follows and used these aims as a means to evaluate both the existing and revised frameworks:

1. **Rigorous standards of professional competence:**
to ensure the standards of competence required of all architects are effectively, consistently and demonstrably enforced at the point of registration
2. **Competitiveness:**
to support UK architectural education in recruiting the brightest and best talent into its programmes and the profession from both the UK and overseas
3. **Accessibility, mobility and connectivity:**
to facilitate entry into the profession from a range of diverse backgrounds, mobility between institutions both nationally and internationally and to recognise all forms of productive professional practical experience (PPE)
4. **Equity:**
to define equitable eligibility requirements for entrants onto the register regardless of the pathway taken
5. **Flexibility:**
to allow the providers of architectural education in the UK to respond quickly, creatively and effectively to changing circumstances
6. **Excellence:**
to encourage the development of the professional validation process focusing on the promotion of excellence
7. **Efficiency:**
to permit the regulation of UK architectural education in a manner which is efficient in terms of the resources employed
8. **Distinctiveness:**
to foster the development of a diverse range of distinctive programme structures, pedagogies and educational offers in architectural education to suit the requirements and aspirations of students and industry.

2.4 After considering various alternative frameworks the Review Group has suggested one possible model in order to illustrate what a potential change may look like. The proposal is for an amended framework which would allow for a single gateway at the entrance to the profession and provide the opportunity for greater variety and flexibility in the pathways leading up to that gateway. The result would be a simple, fair, and reliable gateway into the profession. This is intended to allow higher education institutions to develop more distinctive programmes, tailored to the needs and aspirations of students and graduate employers.

2.5 Finally the Review Group prepared a summary of recommendations as listed below. These recommendations seek to remove the barriers to innovation and provide the opportunity for a successful and diverse educational sector to develop.

The Review Group recommends that:

1. The UK removes the prohibition on the prescription of academic awards which are not fully compliant with the Professional Qualifications Directive (PQD)
2. The regulation of UK architectural education is focused primarily on the demonstration of equivalent competence by entrants to the register rather than the possession of equivalent awards

3. the UK allows entry into the profession via a single professional gateway
4. the professional bodies representing the built environment professions develop mutually compatible eligibility requirements which allow for greater flexibility in the movement of students and graduates
5. the professional, academic and regulatory organisations review the criteria for the assessment of professional competence in the context of the amended framework
6. UK higher education institutions develop creative, innovative and high quality programmes which fully exploit the flexibility in the amended framework to provide educational offers suited to student demand and professional requirements
7. the existing nomenclature of Part 1, 2 and 3 be replaced
8. professional practice develops closer and deeper relationships with schools of architecture in order to develop research and teaching activities to the mutual advantage of both practice and academia

- 2.6** This report does not seek to determine the content of architectural education or a single model for its delivery. The report's proposals simply aim to establish an appropriate, focused and flexible framework within which the gateway to the profession is secure. The proposals aim to encourage pathways leading to registration which are more numerous, more varied and more connected to other disciplines and other careers. It is not intended to represent the single definitive solution but rather to illustrate a possible alternative to the existing structures within which architectural education operates. As such this report is intended to help further develop the debate concerning architectural education which will result in a revised framework which is supported by all stakeholders.

3.0 The genesis of the Review Group (RG)

- 3.1** This review of UK architectural education is an initiative which resulted from the Standing Conference of Heads of Schools of Architecture (SCHOSA) Spring Conference on the theme of “*Building Consensus*” in Bath in 2012. The SCHOSA Chair was tasked with establishing an independent group which could examine the issues affecting architectural education in the UK and produce recommendations on possible changes to the existing framework. It was felt that the group should have a majority of non-SCHOSA members and, whilst small, should be made-up of individuals with experience in academia, professional practice and with knowledge of both the professional and regulatory bodies. Appendix 1 contains brief biographies of each member of the Review Group.
- 3.2** The Review Group was formed in May 2012 and its terms of reference were agreed in June 2012 (see Appendix 2). In the last six months of 2012 it met six times. On each occasion it invited contributors to present their view of UK architectural education and the Review Group was able to question each contributor within an open forum. The Review Group would like to express its thanks to all the contributors for their part in helping the Review Group to explore the issues and discuss propositions. The contributors were drawn from a wide variety of backgrounds and they are listed in Appendix 3 of this report. The Review Group wish to make it clear that the final report in all its findings is not necessarily representative of all the views expressed by the contributors, or approved by the organisations they represent.

4.0 The wider context: Education, the Profession, Industry and Society

- 4.1** The gap between architects' self-image and society's understanding of what they do appears to be one of the largest amongst professions¹. This gap may be partly explained by the very wide spread of concerns and subjects encompassed by architecture. A modern education in architecture touches on 25 or so subjects each of which is a specialism in its own right. This diffusion is reflected in the indeterminate position Architecture occupies within the structure of university faculties – hovering simultaneously over the Arts, the Social Sciences and Engineering and Technology; and in terms of belonging to any of these, falling into what a Vice Chancellor of the University of Cambridge used to call an 'epistemological gap'. In practice too architecture is, for some, principally a social art and for others a vehicle for commercial gain. Most people interested in the quality of the built environment would agree with the sentiment in the RIBA charter, that architecture is an art "tending greatly to promote the domestic convenience of citizens, and the public improvement and embellishment of towns and cities". However even they are unsure that the modern profession practices the art in such a way.
- 4.2** In the 1950s and 60s things were quite different. A self-confident profession had been charged with the intellectual leadership for post-war re-building. Around half of all architects were employed in large in-house architects sections of Government departments and local authorities, which automatically gave the profession significant influence on policy making. As late as the early 1990s the incoming President of the Royal Institute of British Architects (RIBA) was presented at his inauguration by a senior government minister. The architect was the undisputed leader of the design team, even of the construction industry. The builder's job under contracts in the public and private sector was simply to build what the architect had designed. It was in this context that the 1958 Oxford Conference on Architectural Education took place and was to bring about the restriction of entry into the architectural profession to be almost exclusively via an academic route.
- 4.3** Today there are very few architects in public sector employment, and most of them are not there to design buildings. For half of all architectural commissions by project value, it is the contractor and not the client who pays the fees². Design and Build, in its variants, is the prevailing method of procurement for most major construction work with the contractor in charge, solely responsible to the client and employing the design team. There are long and short term reasons for this change. At one scale it can be argued that the construction industry is undergoing a long delayed breakdown of the division of labour that was settled on when the new professions emerged in the early 19th century, shortly followed by general contracting. Architects, engineers and surveyors defined themselves through distance from the dirt of labour and commerce and cemented their responsibility for most of the intellectual content of creating buildings. Contractors, who took responsibility for delivering the entire manual content of building, organized the many construction trades hitherto separately engaged by clients. This helps explain the sharp difference in the development of modern manufacturing and the often lamented 'backwardness' of construction. Taking this long term view what seems surprising is not that things are now changing but why these changes did not occur much earlier.
- 4.4** The huge rise in the status of risk as a prime determinant of decisions led to public sector, and to only a slightly lesser extent private sector, clients increasingly opting for a single point of responsibility in construction projects and that could only be the contractor. Architects, having largely ceded responsibility for construction cost to quantity surveyors, have to a degree withdrawn from other issues important to clients, in particular project management. Other professions have filled that space. The large project management consultancies on one side, and the contractors on the other, have in some respects squeezed out architects who can be seen as marginalized in an increasingly risk averse and short-termist environment.

- 4.5** What manifests to architects as marginalization could simply be seen as a messy readjustment of how the intellectual, financial and physical aspects of the construction industry are distributed between consultants, contractors and manufacturers. In the future someone educated in architecture could expect as much to become a 'contractor', or a manufacturer of specialist components, as a 'consultant'. To a limited extent this is already happening, with qualified architects occupying top positions in some major construction and project management companies.
- 4.6** At the same time that this marginalisation of the profession can be seen to have occurred there are counter indications of society's growing interest in architecture itself. There has been a notable rise in public interest in the design of the built environment as evidenced by TV reality shows, the interest generated by the Stirling Prize and attendance at Ecobuild and Grand Designs Live. It is easy to dismiss much of this as superficial, simply a diversification of the hardy perennial of the Ideal Home Show. However, that would fail to recognize that since the mid-nineties there has been a continuous campaign to "inject the value of design into the bloodstream of the nation" as the rhetoric of the Commission for Architecture and the Built Environment (CABE) had it. CABE was vocal in arguing that Government needed to be an exemplary client, and in shifting the discussion away from individual buildings to the making of places. The large health and education building programmes of the 2000s, together with numerous lottery funded projects, raised the profile of public architecture. This may in part explain the rise in popularity of architecture courses in this period and the corresponding increase in the number of architectural students.
- 4.7** Architectural education today exists within the wider context of the arts, environmental science, construction, town and urban planning, the property industry and the creative industries. While a first degree in architecture is a key stage in the education of those who go on to be registered as Architects, it is of equal importance to others, who having taken their degree, go on to fulfilling careers in another related, or unrelated sectors of the economy. Currently the latter are in a substantial majority, as only about a third of those who enrol in architecture programmes go on to join the register³.
- 4.8** While the current framework does little to support many ways forward from an initiation into architecture, it positively inhibits many ways into architecture for those who have already studied something else. With extended life expectancy and longer working lives the next generation needs an education system that will facilitate multiple careers.
- 4.9** While there has been an unprecedented cultural integration of those with design skills into the world of information technology and consumer products, the construction industry by contrast has been restructuring around risk management, increased complexity of projects, and procurement innovation, an agenda to which architects have been largely unable to contribute or shape. For most clients cost certainty and programme performance come before design quality. The apparent separation of architectural design concerns from these major client concerns has reduced architects traction as advocates of design quality. A significant proportion of clients tend not to believe that looking after their risk, money and time is in an architect's DNA however clever they may be at getting value out of sites through the planning process, or at stylish and functional design. Education has a strong influence on that DNA, on setting priorities, and on professional ethics. Changing the structure to allow greater diversity of entry and progression, with simpler gateways, more outcome based than time defined, holds the prospect of greater experimentation with content to suit a rapidly changing world.

5.0 Historical development of UK Architectural Education (UKAE)

- 5.1 A hundred years ago few British architects were educated in universities. Now hardly any do not hold a degree in architecture, the great majority have two. The main route to qualification, until the mid-twentieth century, was through pupillage. The aspirant architect paid an established practitioner for the privilege of learning on the job. There was no state control of the title 'architect', or the practice of architecture.
- 5.2 The RIBA received its royal charter in 1837 at a time when engineers, surveyors and other disciplines were establishing professional bodies. This status allowed its members to use the title 'chartered architect'. Later in the century the institute developed examinations that became the main qualification for membership. Candidates prepared for these examinations by working under the supervision of a practitioner and attending evening courses in a variety of educational institutions. The examinations were offered at two levels: intermediate and final.
- 5.3 The first university school of architecture in the UK to establish an RIBA accredited degree programme was Liverpool University in 1874. By 1929 there were ten institutions with full exemption from the final examination and twelve with exemption from the intermediate examination. The concept of exemption from its examination remains the basis of RIBA validation of university courses to this day. Unlike those of other professional bodies RIBA validation procedures involve extensive inspection of student work by visiting boards. The RIBA offered its own examination system until the first decade of the twenty-first century but it lives on in the form of the 'office based examination' that is now managed by Oxford Brookes University.
- 5.4 The 'intermediate' and 'final' levels of the RIBA examinations were reflected in the structure of the first university courses - the third year examination gave exemption from the intermediate test and the fifth year assessments from the final examination. Courses were typically five years in length with a bachelor's degree or diploma awarded at the end. It was not until the 1960s that the now familiar 'three plus two' pattern was adopted. This phrase refers to a 3 year undergraduate degree (Part 1) followed by a 2 year postgraduate award (Part 2). In recent years MArch degrees have largely superseded BArch and Dip Arch qualifications as the standard Part 2 award.
- 5.5 In the post-war years, following what is often described as the watershed event in the modern history of architectural education, the Oxford Conference of 1958, there was a steady growth in the number of recognised courses and a consolidation of those courses in universities. By 1996 there were 34 institutions offering qualifications in architecture validated by the RIBA and ARCUK (as the statutory body was then called). Now there are 44 institutions offering Part 1 programmes in architecture validated by the RIBA and prescribed by the Architects' Registration Board (ARB) and 43 offer Part 2 courses.
- 5.6 However much the architectural profession may complain about loss of influence over the design of buildings and universities agonise over the cost of delivering courses in architecture they remain popular with students and so are also popular with universities seeking to boost, or in the current uncertain environment maintain, student numbers.

6.0 The student and graduate perspective

- 6.1** Whilst schools of architecture in the UK are internationally renowned and have a high threshold of entry, they are almost exclusively branded in university prospectuses as professional degrees focussed on qualification as an 'Architect'. The attitude of many admissions tutors is perceived as favouring applicants with an assured and unwavering certainty that they wish to become an architect. Some applicants therefore feel obliged to adopt such a definite position despite doubts as to what the job entails, or their suitability to it.
- 6.2** Making the decision to become an architect at the age of seventeen is not only daunting but may even be considered unrealistic. Very few students at that age could be expected to be aware of the realities of a professional life as an architect, despite exercising their best efforts to find out. For many their choice is based on a mixed variety of images, perceptions and scant information gleaned from the media or websites. It is perhaps not until the first placement in an architect's office that students have the opportunity to develop a more holistic understanding of what a career in architecture typically involves. This usually does not occur until after the completion of three years of academic study, or in an increasing minority of cases, after a full five years of academic study. The misalignment between student expectations and the reality of practice may partly explain why the majority of architectural undergraduates do not go on to join the profession.
- 6.3** In the recent past it was, at worst, disruptive to change degree programmes if a student found they have embarked on a course which did not suit them. Under today's fee regime the consequences of changing courses can be far more severe. Changing degree courses can be extremely expensive and may even prevent access to the funding necessary to complete the student's new programme of study. The question arises as to whether having to decide on a professional track at the age of seventeen, in order to start studies at eighteen, is in the best interests of students.
- 6.4** Architecture schools could usefully present their undergraduate architectural programmes in a way which reflects the reality that they provide an education suited to a variety of careers other than architecture. Unfortunately schools rarely highlight the transferability of the skills they teach despite the fact that architectural education offers the opportunity to acquire many such skills (analysis, problem solving, communication, team work and more). Even worse is that in some instances students who decide to pursue other careers after a first degree in architecture can be referred to by academic staff, or peers, as having "dropped out". This can lead to negative perceptions of students' own achievements or negative perceptions of the opportunities open to them as graduates beyond the profession of architecture.
- 6.5** Once enrolled on a long and expensive education in architecture, there is very little opportunity to specialise or diversify due to the strict linear framework and numerous qualification criteria. In a fast evolving profession, the framework is in danger of producing a monoculture of architectural skill within the construction industry. Architecture graduates recognise this inflexibility, the limited scope for specialisation and its impact on the completion of their qualification. The average time taken from starting an architectural degree to registering as an architect is now 9.5 years⁴.
- 6.6** Students are expected to enter into thirty years of debt in order to fund their education⁵. Many students on completing their studies today may ask themselves what could have been done differently, could it have taken less time and could it have been better? Students are a hugely varied group of people with different needs, hopes and personal circumstances, so whilst any generalisation concerning students' views is questionable, it does appear clear that greater choice and diversity would be more likely to suit the wishes of more students. Pathways that are more affordable could also advance geographical and social mobility. A more flexible education system could

enable earning whilst learning as well as enable people to join the profession from non-cognate backgrounds. Flexible options for students might empower them to specialise or diversify. This flexibility could even encourage study and work abroad in order to develop skills that would ultimately enrich the competitive offer of UK architects.

- 6.7** Applicants deserve to have accurate information and opportunities placed before them in order to make an informed choice. Social media sites ensure that first hand reporting on courses has never been so widespread. However, without more architecture courses being able to better meet the aspirations of more students the choice for many will be to make do with what appears to be a standard offer, chose another subject instead, or chose another country in which to study⁶.

7.0 Current context

- 7.1** The period 2010-12 saw fundamental reform of the funding environment for our higher education institutions (HEIs). This period of change and re-structuring seems likely to continue for the foreseeable future as the consequences of the new funding regime unfold and institutions seek to respond.
- 7.2** In England the public funding of teaching for the majority of architecture programmes effectively ceased entirely in 2012. Higher education funding was instead balanced by a typical 260% rise in tuition fees. For architecture the mode yearly fee was £9,000 in 2012 (the maximum permissible). No English school of architecture has set its standard fee for home students below £7,920 per year. In addition to the loans made available to students to cover their tuition fees, maintenance loans are available to the value of £5,500/yr outside of London and £7,675/yr within London. Interest on the accumulated debt is payable at a rate equal to the retail prices index (RPI) measure of inflation, rising to RPI+3% for higher earners. Repayment of the loans is collected via the PAYE system based on 9% of income above a threshold of £21,000/year, with outstanding debts written off after 30 years. According to a survey of existing students in the UK in 2011 the average total cost of education as an architect is £88,726⁷.
- 7.3** The funding arrangements in Wales, Scotland and Northern Ireland are all independent from those applied in England and all vary to some extent. Regardless of the variations HEIs and students across the UK are subject to different patterns of economic pressure from those previously experienced. In summary, whereas the cost of architectural education in England up to 2012 was met in large part by direct Government grant, from 2012 this cost has to be met by debt entered into by the student on an individual basis.
- 7.4** Based on average earnings it has been possible to plot the debt profile of architecture students entering English universities in 2012 in order to help assess the potential impact of the new fee regime. One such projection uses the average starting salary for architects rising 5% annually throughout the thirty years following graduation. In this scenario the results show that the student's annual repayments never exceed the annual interest on their debt (based on an historically reasonable RPI projection of 3.5%)⁸. In order to repay their debt in full a student who started work on the average graduate salary would require a pay increase of 10% every year for thirty years. In this scenario the debt would only start falling after 21 years of work⁹ (see Appendix 4). In this context the Review Group examined the ratio of the cost of education compared to projected incomes for various professions. It became clear that this ratio for architecture was significantly worse than for other professions with higher average earnings or shorter academic pathways. (A summary of pathways for comparable professions is included in Appendix 5.)
- 7.5** Currently the projections are that UK student debt will reach £153 billion in real terms by 2031, with loan repayments amounting to nearly £7 billion a year¹⁰. There is a wide range of estimates with regard to how much of this debt will be written-off after the thirty year limit. The Government originally estimated the percentage to be 30%, whilst other sources suggest the Government will be fortunate to recoup 50% of the value of the loans¹¹. If these higher estimates prove accurate it may well necessitate the terms of the loan repayment to be revised by a future government, placing an even greater financial burden on graduates. It seems likely that the current funding arrangements are not a final solution but will inevitably be revisited by future Governments in light of the financial burden borne by the taxpayer as a result of the thirty year write-off provision.
- 7.6** In 2012 student number control was abolished for students with A level grades of AAB and above. In 2013 the threshold was reduced to ABB. Some HEIs now operate almost entirely outside central student number control and have high quality applications in excess of the spaces available. It appears that some of these schools may be able to, and wish to, expand and become relatively better funded. In so doing

these programmes, by increasing their intake, will reduce the numbers of high quality applicants available to the remaining programmes.

- 7.7** Currently architecture accounts for less than 1% of all higher education entrants, and this proportion is falling¹². In order to compete with other disciplines architecture may need to consider new flexible pathways into the profession and even consider shorter pathways for students with proven ability¹³. The question arises as to whether it is desirable to require students capable of meeting the required standard of competence in less than five years of academic study to have to assume a prolonged period of education, and accrue the personal debt associated with it, in order to progress. In the current context some observers have commented that this sort of financial barrier to the profession, created by an arbitrary time requirement, is unjustifiable.
- 7.8** In today's context it might also be worth reflecting on the effect of these UK changes on European Union (EU) students. Historically about 15% of English cohorts have consisted of students from other EU states. From 2012 these students in England were subject to the new English fee regime. Any EU citizen studying in England is entitled to the same funding arrangements as those available to home students, therefore accumulating the same levels of debt as English students. As the recovery of this debt is through the PAYE system there is no automatic repayment system for those students that return to work in their home country other than to invoice the students directly. Recent reports suggest that a quarter of these students are not traced after graduation requiring the full cost of their education to revert to the tax payer¹⁴.
- 7.9** The number of English students wishing to study in continental Europe has historically been vanishingly small. There are already signs that this number is likely to increase¹⁵ placing greater pressure on UK recruitment. The Government may not be unduly concerned by this development as the vast majority of EU students that come to the UK to study return to their home country to work, creating little direct future benefit to the UK economy. The same is likely to be true in the future for English students studying in continental Europe. Whereas the UK taxpayer could be seen to have been subsidising the architectural education of a large number of EU students in the past, in the future the balance of subsidy is likely to be reversed as UK students choose to exploit the heavily subsidised higher education available in mainland Europe. It will be interesting to see how long, and to what extent, the taxpayers of other EU nation states are prepared to subsidise the education of England's architectural profession.
- 7.10** During this period of radical change in the funding of higher education, UK architectural education has also been subject to a period of uncertainty resulting from the revisions to the Professional Qualifications Directive (PQD). This process began in 2011 and at the time of writing had yet to be concluded. The direction of travel within the EU appears to be for greater prescription, longer minimum time requirements and additional qualifying criteria. At a time when UK architectural education is in most need of a flexible framework to deal with unknown future circumstances, the EU appears to be moving in the opposite direction. The UK is currently the only EU member state where there is no direct state funding of undergraduate education for architecture. It is perhaps unsurprising in these circumstances that the higher education sector in the rest of the EU is promoting a framework the consequences of which are misaligned with the requirements of the English and wider UK higher education sector.
- 7.11** Establishing greater regulatory walls around EU architectural education, as proposed by the draft PQD, appears contrary to the general tendency to a more global higher education community. This internationalisation is seen in research, in institutional alliances and in student mobility. In the context of recruitment many UK schools are competing for overseas students not with other UK schools but with HEIs in North America. Creating access barriers for this vital pool of overseas students may have serious financial consequences for some UK schools.

- 7.12** UK architectural practice is also becoming increasingly global in outlook. Growth in markets outside Europe is likely to become vital in UK architectural practice in the years ahead. Limiting student professional practical experience (PPE) to the EU, as proposed in the first draft of the revised PQD, appears to be a retrograde step in this context. It raises questions as to whether a student working for a UK practice on an overseas project would be treated differently under the regulations from a student working on a UK project for an overseas practice. Such regulations appear to offer considerable practical difficulties whilst providing no clear gain in terms of assured professional competence.
- 7.13** As practice becomes more international in outlook it also appears to be becoming more diverse. Providing an education in architecture suited to this diversity is a matter the Review Group was keen to address. Specialisation is one key aspect of this diversity and the profession would seem well served if it were able to embrace individuals who operate beyond the boundaries of traditional architectural practice. Embracing specialisation in business, the environment and low carbon design, among many others, would appear to be a desirable characteristic of any future regulatory framework for architectural education.
- 7.14** New methods of delivering higher education are developing at a rapid pace. Blended learning, distance learning and mass open access on-line courses (MOOCS) could all have an increased impact in architectural education in the next decade. The existing framework is based on the traditional methods of higher education delivery measured in years of study. This framework is unsuited to, or fails to address, new methods of delivery which will be increasingly important in the future.

8.0 Legislative framework

The Architects Act and EU Directives:

- 8.1 The Architects Act (1997) is the central piece of legislation affecting the regulation of UK architectural education. The Act establishes the protection of the title “architect” and as a consequence of this statutory protection a body is required to maintain a register of those qualified to use the title. Oversight is required to ensure that the prescribed competence standards of an architect are met by all those on the register. This report assumes the continued existence of the ARB as the competent authority in the UK which maintains the register and prescribes qualifications which lead to entry into the profession.
- 8.2 UK architectural education is subject to the EU Professional Qualification Directive (PQD) (2005/36/EC) which at the time of writing was going through a process of revision. In short the PQD is intended to promote common standards of qualifications across the EU for the purposes of mutual recognition between member states. Qualifications which comply with the PQD provisions and have been prescribed by the competent authority in their member state are listed under Annexes 5 and 6 of the Directive and it is these awards which are mutually recognised for registration purposes across the EU under the Services Directive (2006/123/EC).
- 8.3 The Architects Act enshrines the PQD within UK law and in the case of architecture the relevant clauses of the PQD are generally found in Articles 46 and 47. The legislative framework allows the UK to set its requirements for UK registration at a level higher than the minimum requirements specified by the PQD, and this is something the UK has chosen to do. As a result the minimum period of academic study in the UK is 5 years rather than 4 and two years of qualifying professional practical experience (PPE) are required in addition. The UK’s Part 1, 2 and 3 requirements result in a registrant through the UK route having to demonstrate compliance with 106 criteria¹⁶, rather than the 11 required by the common European standard established by the PQD.
- 8.4 The ARB has also chosen to adopt a policy position that only qualifications which meet the minimum eligibility requirements set out in the PQD are prescribed in the UK. This is a policy position adopted by the Board and the ARB could choose to prescribe qualifications for the purposes of UK registration which did not fully comply with the PQD eligibility requirements by simply revising this policy. Although this change is a matter for the Board there is a perception within the ARB that the European Commission and the Department of Business, Innovation and Skills may not be supportive of such a change.
- 8.5 If member states prescribe qualifications for the purposes of registration in their own country which do not comply with the requirements specified in the PQD, these qualifications are not listable under Annex 5 and therefore the holders of such qualifications are not entitled to automatic recognition across the EU. Holders of such awards are subject to additional recognition requirements as specified by the member state in which recognition is sought. Such individuals are nonetheless able to use the title Architect within the country of original registration.

The RIBA and professional bodies:

- 8.6 The RIBA is a professional body rather than a regulator. Whilst the RIBA has a royal charter it has no role in statutory regulation of the profession other than as a consultee, or by the association of validated awards with prescribed awards.
- 8.7 The RIBA validates programmes in architecture not only in the UK but also in many countries around the world. RIBA validation at any level of study does not offer access to the UK register. The possession of qualifications validated by the RIBA at Parts 1, 2 and 3 provides access to membership of the RIBA but does not entitle an individual to use the title Architect in the UK. Only awards and examinations prescribed by the

ARB provide a pathway to UK registration. The two organisations work closely together and publish shared criteria for UK architectural education. Nevertheless this essential difference in the role of prescription and validation remains in the UK and its continued existence has been presumed to remain for the purposes of preparing this report. Allowing mutually compatible frameworks for prescription and validation is a valuable characteristic in any framework for UK architectural education and the Review Group has sought to ensure any proposals maintain this characteristic and enhance it where possible.

- 8.8** Other professional organisations such as the Commonwealth Association of Architects (CCA) also accredit programmes in architecture subject to their own criteria and processes.

Clarity of purpose:

- 8.9** The primary purpose of prescription, as established through the Act, is to ensure that minimum standards of competence are met by any individual authorised to use the title Architect in the UK. The register of duly qualified individuals is maintained by the ARB. This is intended to provide a degree of protection to the consumer of architectural services and ensures the protection of the title Architect as a consequence. The principle of using regulation to clearly focus on ensuring competency standards at the gateway to the profession underlies the Review Group's proposals. The Review Group has adopted an associated critical questioning of intermediate qualifications where such prescription is not explicitly required in the legislative framework. A similar approach has been taken with respect to the use of eligibility requirements within academic pathways where such requirements are again not explicitly required by the Act.
- 8.10** Sections 4(1) and (2) of the Act specify the requirements for registration. The interpretation of these clauses by the ARB is one item which the Review Group has suggested might be usefully revisited (see Anomaly 3). Section 12 articulates the anomalies which currently result from the regulation of the academic pathway rather than the gateway.

9.0 The Existing Framework and Criteria

- 9.1** The term “framework” is used to describe the legislative and regulatory requirements which apply to the eligibility criteria and qualifications which lead to professional registration.
- 9.2** Architectural education has been subject to a relatively stable framework for more than fifty years based on the requirement for Parts 1, 2 and 3. In order to qualify as an Architect any student must hold prescribed qualifications at Part 1 and 2 levels in addition to the Part 3 award which tests professional competency after a minimum 2 year period in practice (see the existing standard pathway diagram in Section 18). This standardised UK framework has resulted in a consistent pathway to qualification across all institutions. Students can exploit this uniformity by changing institution between the various three parts and many choose to do so at least once. However the framework has not promoted significant structural diversity in the programmes offered or the ability to specialise at postgraduate level. The framework is designed to produce, for the most part, a common standard and education for an architectural “generalist”.
- 9.3** The current system is also relatively closed to entry at any point other than Part 1 admissions. Students who discover they may wish to transfer into a prescribed architectural programme at any stage after year 1 are typically excluded from doing so. Similarly students who may wish to branch out beyond a traditional generalist education in architecture are typically required to do so outside the prescribed pathways. As a consequence of these characteristics the existing system of architectural education is perceived by some students as a pipeline to the profession with one entry point and a singular linear progression (see figure 1). The exit points at Part 1 and Part 2 are similarly perceived by some as “failure points” for those students unable to stay the course.

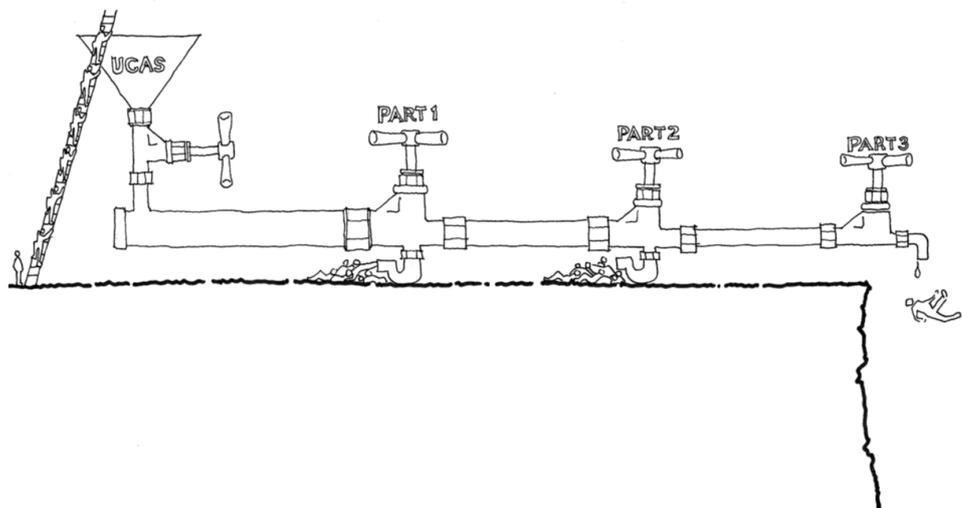


Fig. 1 “Architectural Education: a student’s perception” by A.Wright

- 9.4** The content of prescribed (ARB) and validated (RIBA) architectural qualifications is specified through the ARB and RIBA's joint criteria for Part 1, 2 and 3 qualifications. These criteria are subject to periodic revision processes which are independent of the framework for architectural education in which they operate. The criteria are part of the framework but the manner of their inclusion, in their current form, is not a matter of necessity under the legislation.
- 9.5** The ARB and RIBA criteria are not the only criteria which HEIs must consider with respect to architectural qualifications. Other professional bodies and organisations have established their own criteria and those programs which are accredited by these bodies must also consider these requirements. Some programmes also seek accreditation overseas in countries, such as India, for the benefit of their overseas students and such accreditation carries its own obligations.
- 9.6** Compliance with ARB prescription criteria is monitored annually through a process of annual returns and periodically through a process of peer review. Typically architecture schools employ the RIBA's quinquennial visiting board process as the peer review mechanism for prescription. This visiting board process, which includes interim visits to monitor progress, is also employed by the RIBA for the purpose of validation.
- 9.7** In addition to discipline specific prescription and validation all qualifications offered by UK HEIs are required to comply with the requirements specified by the Quality Assurance Agency (QAA). These requirements are somewhat different for HEIs in England, Wales & Northern Ireland and Scotland, with Scotland publishing its own requirements¹⁷. Compliance with this framework is monitored through the QAA Institutional Review process which occurs every 5 years, and through HEIs own QA processes which typically involve quinquennial program reviews.
- 9.8** The following table (Table 1) indicates the existing and currently proposed EU requirements and the framework requirements used for registration in the UK by the ARB. At the time of writing the proposed revisions to the EU PQD had yet to be finalised and therefore the Review Group has made reference to the draft proposals published in 2012 in the table, although these are obviously subject to change.
- 9.9** The requirements for membership of the RIBA are a little different in as much as the RIBA requires Part 1, 2 and 3 to be completed sequentially. The RIBA, CAA and QAA framework requirements have not been included in the table for the purpose of clarity. Similarly the requirements of associated disciplines or overseas bodies have also been excluded.

Table 1: EU/ARB Framework Summary

	EU PQD 2012	Draft Revised PQD	UK Existing
Criteria for professional qualification	11 criteria as set out in Article 46	11 criteria as set out in Article 46	49 Part 1 criteria, 50 Part 2 criteria, 7 Part 3 criteria: total 106 criteria
Duration of academic study	4 years minimum	4 or 5 years	5 years
Level of academic study	Unspecified	Unspecified	Part 1 undergraduate degree, Part 2 graduate qualification, Part 3
Duration of practical experience	Nil	0,1 or 2 years	2 years
Location of academic study	All academic awards to be from the same member state with the academic study undertaken mainly in a single European state	All academic awards to be from the same member state with the academic study undertaken mainly in a single European state	UK awards only (excluding Part 3)
Location of practical experience	N/A	EU or some EEA countries	UK one year min
Timing of practical experience		Post Part 2	Min 1 year post Part 2
Other		Signed off by Arch	12 months min in arch practice signed off by arch
Award content	The academic award must be principally in architecture (80% unofficial rule of thumb*)	The academic award must be principally in architecture (80% unofficial rule of thumb*)	The academic award must be principally in architecture (80% unofficial rule of thumb*)
Exceptions	Social betterment clause	Social betterment clause	Social betterment clause Prescribed Examination route

*The 80% rule of thumb concerning what constitutes a degree principally in architecture was based on European Commission guidance which was issued to the Architecture Sub-group, but there remains no official definition.

The standard UK pattern of a 3 year undergraduate qualification followed by a 2 year graduate award is often referred to by the shorthand 3+2. In other contexts the shorthand 5+2 is sometimes used referring to the minimum number of years of academic study and practical training required in the UK. In this context the patterns 5+0, 4+2 and 4+0 are all under consideration within the revised PQD. Currently the requirement in the PQD is 4+0 (four years academic study with no professional experience required).

10.0 Scope, constraints and boundary setting:

The Review Group set the following boundaries to its considerations.

- 10.1** Any revised framework for UK architectural education should be capable of being implemented without the need for changes to the Architects Act or the existing or proposed EU PQD. This is simply a pragmatic, self-imposed constraint given the duration and complexity of the procedures which govern any changes to the legislative framework. It is also the belief of the Review Group that the desired aims of any changes to the existing framework for UK architectural education can be achieved within the existing legislative framework. Fundamentally the UK's established position of protecting the title of Architect, but not the function, has been retained.
- 10.2** The work of the Review Group has focused on the framework for UK architectural education rather than its content. Specifically the Review Group has chosen not to attempt any detailed review of the ARB/RIBA criteria for UK architectural education. These criteria effectively establish and define the competence and attributes of successful students at each stage of study¹⁸ (Parts 1, 2 and 3). The Review Group has addressed the criteria to the extent that they form part of the framework. There is likely to be a review of the criteria within the foreseeable future. It is believed by the Review Group that the framework is, and will continue to be long-lasting whereas the content as defined by the criteria will be subject to more frequent review. Some general observations concerning the criteria have been included as they were a recurrent theme in the discussions which formed part of the Review Group's work.
- 10.3** The Review Group has chosen to focus predominantly on undergraduate qualifications and those qualifications leading to professional registration. In doing so the Review Group has been mindful of the Further Education (FE), Secondary Education (SE) and Postgraduate Taught/ Postgraduate Research (PGT/PGR) education in the subject and the proposals suggested by the Review Group are intended to marry with these educational levels, whilst offering no specific recommendations for them.
- 10.4** The Review Group has focused on architectural education, albeit in the context of wider built environment education. Whilst offering no specific proposals for related disciplines the Review Group has been eager to establish a framework for UK architectural education which is more productively and flexibly connected with other related disciplines in higher education.
- 10.5** In summary the Review Group set the following boundaries to its considerations:
- Work within the provisions and requirements of the Architects Act and EU Directive
 - Focus on the framework rather than the content of UK architectural education
 - Focus on architectural education rather than all built environment education
 - Focus predominantly on the QAA level 6 and 7 qualifications and professional practical experience leading to registration.

11.0 Key issues and key questions:

11.1 The discussions with contributors typically started with reference to four key questions and issues. The following provides an illustrative summary of some of the responses given during the discussions.

11.2 What is the purpose of architectural education?

- To broaden the appreciation of the built environment within society.
- As a route to professional practice (a minority but fundamental purpose)
- As a route to allied professions and careers
- To support research in the discipline
- As a broadly based undergraduate education in both the arts and sciences able to deliver a wide range of transferable skills

11.3 What is the impact of the existing framework of architectural education?

- It ensures a common structure across UK architectural education and influence in global architectural education
- A 9.5 year average duration of study
- A relatively high cost of regulation for both the schools and the profession
- The requirement for public subsidy (currently through the provision and of student finance)
- Very little structural diversity among the programmes offered
- Very little professional specialisation in academic programmes
- Limited or restricted access at any point other than Part 1 entry
- Anomalies resulting from barriers to entry or inequitable standards applied to non-standard pathways
- Little connectivity with the educational pathways of associated professions

11.4 What are the challenges facing UK architectural education in respect of creating the future profession?

- Greater specialisation
- Greater diversity of practice
- Affordability
- Access to the profession from across society and widening participation in higher education (HE)
- Internationalisation of HE and professional practice
- Changing methods of HE delivery

11.5 What will be the impact and implications of changes in HE funding on architectural education?

- Increased financial incentive for home students to study abroad
- Greater competition between disciplines for home student recruitment
- Raised expectations of HE from students
- Greater attention paid to widening participation
- Likely increases in fees or more onerous repayment terms to be applied in the foreseeable future
- Greater demand for more affordable pathways to the profession
- Greater reliance on overseas student recruitment
- Greater emphasis to be placed on other forms of income generation by HEIs

12.0 Anomalies and difficulties resulting from the existing framework

12.1 Given the Review Group's task to review the current framework a core element of the process was to establish any shortcomings in the existing system. The Review Group explored in some detail the perceived anomalies which result from the existing framework and its interpretation. More general adverse consequences of the framework were also articulated in discussion as listed below:

- The lack of distinctive programme structures and educational offers
- The exclusion of overseas entrants
- The exclusion of entrants from non-architectural level 6 degrees
- The sense of failure for those that don't complete all three Parts
- The need to decide at 17 years of age that you wish to enter the profession
- The significant barriers to later entry for second career architects.

The anomalies created by the current framework affect only a minority of students. Nevertheless one test of any framework is the extent to which it is able to accommodate non-standard cases in a fair and reasonable manner. The following anomalies were discussed by the Review Group as a means to explore broader characteristics of the existing framework.

Anomaly 1

EU mutual recognition anomaly:

12.2 The EU allows for mutual recognition of qualifications between member states and entitles EU nationals who are fully qualified in an EU member state to be automatically entered into the register in another member state. The numbers of new entrants on to the UK register who have taken this route account for more than a quarter of all new entrants onto the UK register¹⁹. The professional qualification requirements in member states are however not identical. Some EU states require a minimum of four years of academic study, some require six. Some states require no professional practical experience some require two years. The anomaly arises in as much as in any year an EU national would be able to gain entry onto the UK register without meeting the eligibility requirements in the UK. In any office two candidates may sit side by side, one may be entitled to use the title Architect through taking the mutual recognition route whereas the other, who may have studied for longer and have more practical experience would be ineligible to enter the register due to failure to meet the UK pathway requirements.

Illustrative example 1

Two school friends, Emma and Zac, decide they both wish to become architects. Emma goes to Germany, attracted by a combination of factors including the teaching being largely in English, the 900 Euro annual fees and the relatively short 4 years duration of the course. After graduating she works in Germany for two years and having met the minimum requirements for German registration she returns to the UK. She applies to the ARB for entry onto the register under the mutual recognition arrangements in the EU and gains automatic entry. She immediately sets-up an architectural practice in her own name.

Zac decides to study in the UK. He completes a three year undergraduate degree, a year's placement and a two year MArch before returning to his home town. There he reunites with his school friend Emma and he agrees to work for her in her new practice as an architectural assistant.

Although perplexed by the anomaly that has resulted from their contrasting educations, Emma agrees to supervise Zac's professional experience in preparation for his Part 3 exam; an exam Emma has never sat.

Anomaly 2

The retrospective Part 1:

- 12.3** The current framework allows for candidates with non-prescribed qualifications to meet the eligibility requirements for UK registration by successfully undertaking one of the ARB's prescribed examinations. These examinations are designed to ensure equivalence to the holder of a UK prescribed qualification. Typically these examinations are sat by students with overseas qualifications which may or may not be RIBA validated. This route to registration is also used by holders of non-prescribed UK qualifications which may be in architecture or principally in architecture. The combined cost of both the Part 1 and Part 2 examinations is currently £3,342 (£1,671 each) and both must be passed in the case of students with no prescribed Part 1 or Part 2 qualification. Students who take this route to registration are not eligible for automatic recognition within the EU regardless of nationality as their academic qualifications may not have met the PQD requirement with respect to the location of study (i.e. overseas award holders would not have undertaken their education mainly within the EU) and the prescribed examination is not an Annex V listable award.
- 12.4** Historically Parts 1 and 2 were justified as separate qualifications partly because the criteria for each qualification were distinct. The revised criteria removed that differential. Only the 'attributes' are now different, and in each case the Part 1 attribute is for a lesser standard of competency than the equivalent Part 2 attribute²⁰. It is therefore broadly accepted as inconceivable that a student who demonstrates they have met all the Part 2 criteria could be considered to have not met the Part 1 criteria.
- 12.5** The anomaly arises when a student in possession of a prescribed Part 2 qualification wishes to pursue a pathway to UK registration. In such circumstances a student would need to either undertake a prescribed Part 1 programme, which given their possession of a Part 2 would seem to be a perverse pathway, or undertake the ARB's prescribed examination for Part 1. The student may present any of their work in order to pass the Prescribed Part 1 examination including their Part 2 portfolio. The current situation therefore requires a student who possesses a Part 2 award prescribed by ARB to submit for examination to a lesser standard, also prescribed by the ARB.
- 12.6** The award of a prescribed Part 2 award by definition is recognition by the ARB that an individual has met all the Part 2 criteria and attributes. Why then should a candidate have to submit for an examination for a lesser award? One rationale given to the Review Group was that the prescribed examination at Part 1 is required in order to ensure registrants meet the requirement of holding all three Parts. This requirement was established at a time when students had to pass Part 1, 2 and 3 levels in sequence. EU Treaty Rights and aspects flowing from the implementation of the Mutual Recognition of Professional Qualifications Directive prevent bodies, such as ARB, from creating barriers which may hinder an individual's access to education. This includes requiring individuals to hold pre-requisite qualifications which they may not be able to access.
- 12.7** Another potential rationale for the requirement is to demonstrate the minimum academic time requirements have been met. However a candidate's length of qualifying academic study could be demonstrated more easily and economically by means other than the prescribed examination which tests each candidate against all the syllabus criteria.
- 12.8** Finally the retrospective Part 1 has been justified by the ARB on the grounds that each registrant is required to demonstrate that they hold equivalent qualifications to the prescribed qualifications in the UK. This is based on a questionable interpretation of Section 4(1)(b) of the Architects Act and the ARB's view that the required demonstration of equivalent competency by candidates without a prescribed award can only be done by the candidate demonstrating they hold an equivalent award. The Review Group consider this interpretation to be unnecessarily restrictive and certainly not an interpretation required by the Act.

Illustrative example 2

Two students, Jane and Theo, from Australia's leading RIBA validated Part 1 programme decide to study for their Part 2 in England. They choose one of London's leading Universities after having been impressed by the course on offer.

They complete their Part 2 and both are interviewed by the same external examiner in the presence of their full MArch portfolio. The external examiner duly completes the standard report form which includes a statement saying that every graduate has met the requisite criteria.

Jane and Theo decide they wish to stay in the UK and they wish to register in the UK as Architects. They are advised by the ARB that they require a UK Part 1 and that they can sit the ARB's prescribed Part 1 for a fee of £1671. They are also told they are free to submit their Part 2 portfolios for the Part 1 exam. When completing the application forms Jane and Theo are pleased to see the criteria for Part 1 are the same as those they have already satisfied for Part 2. The only differences are the attributes required and in all cases the Part 2 attributes are more onerous than those for Part 1. Both submit their complete Part 2 portfolios with their supporting documents.

Jane passes the exam but is left wondering why the ARB required her to sit an exam and pay £1671 when she already had a prescribed ARB qualification which had a higher threshold pass standard.

Theo fails the exam on the basis two criteria were not adequately demonstrated. He immediately seeks legal advice on the basis that the ARB which failed him was the same organisation which prescribed the higher award he already holds. That qualification was based on the same evidence that he submitted for the prescribed exam. How on earth could the outcome for one be a pass and the other a fail?

Anomaly 3:

The eligibility trap:

- 12.9** The requirement for a Part 1 examination has been justified on the basis that without it there was no means of ensuring a candidate for registration met the ARB requirements with respect to having studied an undergraduate degree equivalent to a prescribed undergraduate degree in the UK. This eligibility requirement has meant that students may be prevented from even taking the examination if their undergraduate award is deemed ineligible. This scenario is occurring more frequently following the ARB's decision to apply greater scrutiny to this eligibility requirement. It particularly affects candidates whose undergraduate degree may have been in an associate discipline or may have been a joint award (e.g. Architectural Engineering or Architecture and something). A student with a prescribed Part 2 award can therefore be precluded from the Part 1 exam²¹, leaving them with the only option of obtaining a prescribed Part 1 award from a UK HEI. This requirement is based on the ARB's interpretation of Section 4(1)(b) of the Act where an "equivalent" standard of "competence" has been effectively interpreted as requiring a candidate to hold an equivalent award (see also Anomaly 2). This appears to be a questionable interpretation and one which can have serious implications for individual candidates creating consequences which can appear perverse.
- 12.10** Overseas students wishing to study in the UK, who may meet the entrance requirements of a prescribed Part 2 programme, may be ineligible for the prescribed Part 1 exam. For any student in this position who may wish to potentially register in the UK this introduces a significant disincentive to study in the UK. The uncertainty around eligibility provides a disincentive even to students who may actually be eligible.

Illustrative example 3

Anne is 17 and is torn between studying Architecture and Engineering. She decides to do a 4 year Master's degree in Architectural Engineering in which she'll be taught alongside architects during projects in years 1, 3 and 4.

By the end of year 3 she knows her passion and talent lie with architecture, but with no opportunity to transfer, and being close to graduation, she chooses to complete her course. She passes with 1st class honours. Anne is offered a job working for a local Architect who had tutored her. She gains good practical experience and completes numerous competitions with the help of some advice from her team leader. After two years she has an impressive portfolio and is successful in her application to a Part 2 course, with the admissions tutor clearly seeing her potential. In her Part 2 she flourishes, graduating top of her year and is nominated by her school for the RIBA silver medal.

She goes back to her practice with renewed confidence in her career. In order to develop her career she completes a Part 3 course at a leading London school which is offered to students without the need for Part 1. Her practice is keen to develop her role and asks that she registers as an Architect. She applies to the ARB but is deemed ineligible for the Part 1 prescribed exam on the basis that her undergraduate degree did not contain sufficient architectural content. She's informed that her practical experience and Part 2 qualification were not taken into account in making the decision. She's advised that if she wishes to register she'll have to go back and get an undergraduate prescribed Part 1. The partners in her firm are left dumbfounded when she hands in her notice three months later in order to start her new undergraduate degree. Luckily Anne's parents agree to pay the annual £9,000 fee as Anne is no longer eligible for a student loan.

- 12.11** These anomalies, although affecting a relatively low number of individuals, point to areas of unfairness or dysfunction in the operation of the regulatory system, highlighting the strategic flaws in the current framework.

13.0 Principles and premises

- 13.1** The Review Group concluded that it should establish the minimum requirements necessary to ensure the secure regulation of the profession under the terms of the existing legislation. This could in turn allow maximum flexibility within the framework increasing its longevity in the context of a rapidly changing and uncertain education and professional landscape.
- 13.2** The Review Group chose to articulate several shared principles and premises in the knowledge that these would influence its considerations as follows.
- 13.3** Those students who are suitably able and willing to study the subject should be able to do so.
- (i) Unnecessary barriers to entry or controls on access to education should be minimised and any future framework should avoid imposing them. These considerations should include awareness of the costs of education borne by the student, including cases where architecture may not be their first degree.
 - (ii) The view that UK Universities simply train too many architects is still one that is heard in the debate concerning architectural education. There is now a widespread realisation of the fact that the modest growth in the number on the register in the recent past is due in large part to architects joining through the European mutual recognition route without any UK qualifications. In the five years 2008-12 (inclusive) the number of architects on the UK register increased by 1,853. In the same period 2,058 Architects joined the register through the mutual recognition EU route (source: ARB). The idea that the UK can control the numbers of architects in the UK by restricting educational opportunities fails to recognise the fact that the UK has no control over those architects from other member states that decide to register here. Furthermore there appears to be no direct correlation between the number of architecture students in the UK and the numbers choosing to enter the profession in the UK.
- 13.4** Having a greater proportion of the population and built environment professions with a greater appreciation of the discipline is good for architecture and society in general.
- (i) The notion that architects might be valued more highly if there were fewer registered architects is a perception which sometimes emerges in the debate concerning architectural education. This perception does not appear to correlate with the available evidence. The survey of the global profession in 2005 by The Architects' Institute of Catalonia (COAC) and Architects' Council of Europe's (ACE) 2008 European survey produced results that suggest the supply sided economic argument that fewer architects would result in higher fees doesn't appear to hold true. The UK ranks as low as 34th in the comparative number of architects (1,968 inhabitants/ architect compared to 1st ranked Japan at 416). The adjusted earnings per architect in countries like the Netherlands were higher than in the UK, despite Dutch architects being comparatively more numerous²².
 - (ii) The UK and the profession could be seen as potentially benefitting from having more people with the sort of understanding of the value of architecture which an undergraduate degree provides, rather than less. This might include other building industry professionals who may have an architectural qualification through to potential clients or policy makers.
- 13.5** Architectural education is principally concerned with providing a spectrum of qualifications in the subject of architecture which may lead to qualification as an architect.

(i) Architectural education is not principally concerned with providing a pipeline to the profession. Architectural education is concerned with providing a spectrum of qualifications in the subject of architecture which may lead to qualification as an architect. It is noteworthy that currently only approximately one third of those entering Part 1 courses go on to enter the profession²³. The other two thirds will use their architectural education in a wide range of other careers. Currently there is sometimes a perception of failure around those that don't complete all three parts and the nomenclature of Parts 1, 2 and 3 does not help in eliminating this perception.

13.6 Any framework should seek to promote a mutually respectful, advantageous and supportive relationship between higher education and professional practice.

(i) There are a number of educational offers which integrate practice and academic study. A dualistic view of practice and academia is not constructive or appropriate in many instances. Any framework for UK architectural education should seek to allow and even encourage greater blurring of the divide through earning and learning, integrated placements, part-time pathways, the value given to professional practical experience and research links. In reality much of UK architectural education at higher education level is already delivered by those also working in practice. Any framework should seek to promote a mutually respectful, advantageous and supportive relationship between higher education and professional practice.

13.7 Any future framework should not impose unnecessary eligibility requirements on those candidates able to demonstrate the requisite competencies.

(i) For those capable of reaching the required level of competency in less than five years of full-time academic study it appears morally questionable to impose on individuals through regulation the requirement to complete an extended period of study, and accrue the expense or debt associated with it, in order to enter the profession. This appears an anachronistic and arbitrary barrier to entry into the profession.

13.8 A future framework should seek to enable the development of a wide spectrum of educational offers whilst maintaining a pathway to registration.

(i) There are a wide range of potential educational offers which span the boundary between architecture and related disciplines. A future framework should seek to enable the development of such educational offers whilst maintaining a pathway to registration.

13.9 Any framework for UK architectural education should remove unnecessary restrictions, costs and conditions on UK higher education providers.

(i) UK architectural education is in a highly competitive environment in which providers need to be free to compete effectively with other subjects and disciplines in UK higher education for the best, brightest and most talented students.

(ii) Similarly UK architectural education exists in a highly competitive environment with respect to international providers of architectural education based principally in Europe and North America. This competition is felt both in terms of attracting overseas students and increasingly in retaining the UK's best home students. The future of elite UK architecture programmes depends on being able to compete internationally with these institutions. Any unnecessary costs, restrictions and conditions applied to UK architectural education can only serve to reduce its competitiveness in this context. These conditions include pedagogical constraints. Programmes should be free to innovate and compete for student applicants and entrants.

(iii) Those programmes that can prove their attractiveness and value to students through their recruitment will be in a position to survive and grow: those that fail to recruit sufficiently will rely on cross subsidy from within their institution or face closure. This mechanism is an inherent characteristic of the new funding regime and one which any framework should recognise. A framework which seeks to impose centrally regulated requirements on UK providers only can reduce the competitiveness of UK architectural education in its domestic competition with other disciplines and its international competition with other architectural education providers.

13.10 In summary the Review Group takes the positions that:

- those students who are suitably able and willing to study the subject should be able to do so
- having a greater proportion of the population and built environment professions with a greater appreciation of the discipline is good for architecture and society in general
- architectural education is principally concerned with providing a spectrum of qualifications in the subject of architecture which may lead to qualification as an architect
- any framework should seek to promote a mutually respectful, advantageous and supportive relationship between higher education and professional practice
- any future framework should not impose unnecessary eligibility requirements on those candidates able to demonstrate the requisite competencies
- a future framework should seek to enable the development of a wide spectrum of educational offers whilst maintaining a pathway to registration
- any framework for UK architectural education should remove any unnecessary restrictions, costs and conditions on UK higher education providers.

14.0 Aims

- 14.1** The Review Group agreed that any framework for UK architectural education should be consistent with the following aims.
- 14.2** Rigorous standards of professional competence:
to ensure the standards of competence required of all architects are effectively, consistently and demonstrably enforced at the point of registration.
- 14.3** Competitiveness:
to support UK architectural education in recruiting the brightest and best talent into its programmes and the profession from both the UK and overseas.
- 14.4** Accessibility, mobility and connectivity:
to facilitate entry into the profession from a range of diverse backgrounds, mobility between institutions both nationally and internationally and to recognise all forms of productive PPE
- 14.5** Equity:
to define equitable eligibility requirements for entrants onto the register regardless of the pathway taken.
- 14.6** Flexibility:
to allow the providers of architectural education in the UK to respond quickly, creatively and effectively to changing circumstances.
- 14.7** Excellence:
to encourage the development of the professional validation process focusing on the promotion of excellence, based on the principles of clarity, transparency and objectivity.
- 14.8** Efficiency:
to permit the regulation of UK architectural education in a manner which is efficient in terms of the resources employed by both HEIs and the regulatory bodies in the context of the applicable statutory requirements.
- 14.9** Distinctiveness:
to foster the development of a diverse range of distinctive programme structures, pedagogies and educational offers in architectural education to suit the requirements and aspirations of students and industry.

15.0 Commentary on the operation of the existing framework in the context of the proposed aims:

15.1 Rigorous standards of professional competence:

(i) Currently the eleven EU criteria are demonstrated at Part 2, with Part 3 being the final examination leading to registration. This final examination does not cover the whole professional syllabus but rather the professional and legal aspects. There is no time restriction in terms of the time between when individuals might obtain Parts 2 and 3 and it is possible for many years to pass between the two. At entry to the profession no assessment is made of competency in the majority of the syllabus and it is quite possible for a successful candidate to obtain a current Part 3 and hold a Part 2 based on superseded criteria. There is no applicable requirement for CPD in the period concerned. A framework which requires a thorough test of all the requisite competencies at the point of registration would arguably offer greater assurance with respect to the standards of competency demonstrated by new entrants onto the register.

15.2 Competitiveness:

(i) UK architectural education has to compete with all other subject disciplines in the UK for the brightest and best talent. It similarly has to compete with other providers of architectural education across the world for overseas students. Within the EU it has to compete with heavily subsidised programmes in architecture with institutions that charge no tuition fees. Other EU programmes are increasingly being taught in English by English tutors.

(ii) The existing regulation of architectural education creates constraints where programmes appear overly fettered, limiting the development of truly innovative education offers and modes of delivery in response to the changing demands of students and employers. In this context any over regulation of UK architectural education can be seen to inhibit its ability to respond creatively to market demand or develop new, attractive programmes and therefore to remain competitive.

(iii) Architecture can offer a fantastic undergraduate education suited to numerous future career paths in terms of the transferable skills it develops, and yet it is seldom perceived as such or marketed in this way. Relaxation of the regulatory demands at undergraduate level would encourage programmes to develop with wider explicit career trajectories than those envisaged by standard Part 1 programme prospectuses.

(iv) Currently there is nothing to prevent any HEI offering courses in architecture which are outside the requirements of the prescription process. Whilst such programmes may attract some applications it is undoubtedly the case that most entrants into an architecture course wish to have the option to progress into the profession, even if they subsequently decide to pursue another career. Any architecture programme which seeks to establish a place in the higher education market and which does not have prescribed status is therefore at a substantial competitive disadvantage in terms of recruitment and experience suggests it is unlikely to survive long. Prescription is therefore a competitive pre-requisite for virtually all architecture programmes. The regulation of education should acknowledge this broader context as an inappropriate framework can have the unintended consequence of excluding variety in academic courses.

15.3 Accessibility, mobility and connectivity:

(i) The cost of a 5-year full-time architectural education is currently £76,968²⁴. Earnings in the profession are currently lower than for any other profession with a five year academic requirement²⁵. The average time from entry onto a Part 1 course to registration is currently 9.5 years²⁶. It appears that students from the lower NSEC quintiles which do not qualify for widening participation financial assistance find the level of debt associated with an architectural education a disincentive to entry. There is also concern that women find a 9.5 year pathway a greater disincentive than men. As of December 31st 2012 only 21.4% of registered architects were women (source: ARB). Recent figures also suggest applications from mature students in England have fallen disproportionately since the introduction of the new fee regime.

(ii) The current automatic recognition requirements necessitate students completing their architectural education in a single EU member state. Students who move between EU states for their undergraduate and postgraduate education typically have to submit themselves to an additional examination for purposes of UK registration. Students from RIBA validated schools outside Europe typically have to submit to a UK equivalence exam as their qualifications are not recognised for registration purposes. There is therefore a considerable disincentive for mobility between countries in the current system. The proposed PQD also discounts professional practical experience from outside the EU irrespective of the quality or relevance of this experience. In a future of increasing internationalisation of architectural practice this appears inappropriate.

(iii) The pipeline to the profession created by the current framework makes entry at any point other than at the start of an undergraduate degree extremely difficult. For example a student with an ineligible degree in an associated subject and with several years of experience in architectural practice would be faced with having to return to undergraduate education in order to pursue a career as any architect, regardless of their level of competence (see Section 12, Anomaly 2). The lack of mobility between associated disciplines was a recurrent concern in the evidence heard by the Review group during its discussions.

(iv) The current framework of UK architectural education includes periods in practice, typically at the end of Parts 1 and 2. The Part 3 is seen as the practical examination and exists in a variety of different forms such as a PG Certificate. The structure can sometimes reinforce the perceived separation between practice and university and the areas of study undertaken in each. For overseas students this structure is increasingly problematic given the approach of the UK Border Authority (UKBA) where overseas students without a sponsor organisation can find the right to remain in the UK swiftly expires. The sort of integrated placement which solves this problem would fall outside the eligibility requirements of the revised PQD as currently drafted.

15.4 Equity:

(i) For students entering the register by the EU mutual recognition route the eligibility requirement may be less stringent than for those entering from a UK route. This is demonstrably inequitable.

(i) There is a perception among those involved in UK architectural education and the prescribed examination that the latter has a more onerous pass requirement than that applied at the lowest end of the marking range in some prescribed programmes. This impression would seem to be supported by the number of Part 1 failures recorded by students who have been required

to sit the prescribed examination following the loss of prescribed status of the programme in which they were enrolled.

15.5 Flexibility:

(i) The regulation of the pathway under the current framework creates constraints on UK higher education providers in terms of the educational offers they are able to provide. This is partly to do with the time requirements which are measured in years regardless of the number of credits achieved by the student in that time and regardless of whether the academic year in question contains 22 teaching weeks or 46.

(ii) For example a standard UK integrated master's degree of the sort offered by courses leading to Chartered Engineer status are precluded on the basis of duration of study. Similarly year-long Part 2 courses consistent with the standard three semester UK MSc model are also excluded.

(iii) Joint courses are problematic due to uncertainties regarding how the "80% principally in architecture" requirement will be measured or assessed. Courses wishing to adopt various learning and earning structures also fail to meet time pre-requisites.

(iv) Recent 2+2 undergraduate programmes seen in other disciplines where overseas students may study overseas for 2 years followed by 2 years in the UK fall foul of EU study location requirements, and are therefore also ineligible for prescription.

15.6 Excellence:

(i) Currently the vast majority of schools apply for validation for a variety of reasons, including the recruitment advantages which such status bestows. Visiting boards are typically used by schools as the peer review mechanism required by prescription. In the past, at the time of joint visiting boards, the wording of visiting board reports has been sufficient to be instrumental in programmes losing their prescribed status even though validation was never removed in these instances. Recent visiting boards have therefore found it necessary to be very circumspect in the language they use and schools have been very nervous of any critical comment that may be open to interpretation. Recently visiting boards have explicitly sought to move away from the perceived focus on the lowest passing portfolio to consider quality issues more widely. However the peer review role inevitably carries with it the requirement for a quasi-regulatory scrutiny. The RIBA has not removed validation from any programme since 1974²⁷. Prescription has been removed on several occasions in this time. This suggests the standards applied by the regulatory and professional bodies are not fully aligned. It would appear that the professional body might be most effective in its roles of enhancing quality and promoting excellence and any framework should recognise this.

15.7 Efficiency:

(i) The three part framework of the architectural education pathway requires the ARB to prescribe all three levels. This is the case even though there are no criteria prescribed at Part 1 in the PQD and the UK is unique in Europe in requiring regulation of this intermediate award against all the PQD criteria at undergraduate level. In 2012 the ARB had to monitor and approve 148 Part 1, 2 and 3 programmes at the expenses of the profession whose registration fees fund the ARB's operation. This is a time consuming process for both the ARB and higher education providers. In 2011 the number of students entering the profession by the UK route was 823 (source: ARB). The profession therefore

had to maintain the prescribed status of more than 140 courses in order that 823 students could demonstrate the required level of competency. The removal of the requirement for Part 1 would lift sixty programmes outside the prescription process²⁸.

(ii) In order to maintain a Part 1, 2 and 3 pathway for students with overseas qualifications the ARB also has to maintain and operate the prescribed examination system. This is largely self-funded by examination fees which are £1,671 for one part or £3,342 if both Parts 1 and 2 are required. Some fixed costs associated with maintaining the system are borne by the profession through the annual registration fee. In 2011 this system had to be maintained in order to carry out 126 examinations at either Part 1 or Part 2 level (source: ARB). A significant number of these examinations were at Part 1 for students who already held a prescribed Part 2 award.

15.8 Distinctiveness:

(i) The relatively rigid structure of the existing pathway regulation results in relatively little distinctiveness in terms of programme structure in UK architectural education. Only one school in England and Wales offers both Part 1 and 2 programme structures which lie outside the normal 3 plus 1 plus 2 model and this school is subject to consistent pressure applied through both the RIBA visiting board process and the ARB prescription process to justify its structures, or bring them into alignment with the standard model.

(ii) It is perhaps worth noting that despite claims being made concerning the variety of the education offered under the existing framework, there are currently no specialist prescribed Part 2 courses in subjects such as Architecture and Low Carbon Design, Architecture and Conservation, Architecture and Management or many other of the numerous subject combinations which HEIs might wish to provide. This is due to the perceived difficulty in gaining validation and prescription for such programmes, a perception which appears to be well founded. This barrier to innovation has proved insurmountable despite the potential attractiveness of such courses to both students and employers. Any framework should be flexible enough to enable distinctive education offers to develop. This should include potential specialisation during graduate studies allowing students to choose an education which allows career development in specialist fields at master's level.

16.0 Summary of findings:

1. UK architectural education has a strong track record of success but requires freedom to respond to rapidly changing circumstances in order to facilitate continued success.
2. There exists a broad, general consensus among stakeholders that:
 - any revision to the framework should encourage and promote greater flexibility, distinctiveness and quality in educational pathways
 - any revision to the framework should allow pathways which can enable more diverse and varied careers.
3. The regulatory framework as currently interpreted and applied:
 - limits the diversity and distinctiveness of educational offers
 - creates inequities and anomalies in the treatment of students and candidates
 - places UK architectural education at a competitive disadvantage in the context of home and international student recruitment
 - fails to ensure competence across all syllabus areas at the point of registration
 - is inefficient in terms of the resources it requires.
4. The existing requirements create a high cost of education which can:
 - inhibit widening participation from talented individuals from all areas of society
 - create an artificial barrier to the profession based solely on a student's willingness to accept high levels of personal debt.

17.0 Proposals

Revised framework

- 17.1** The proposal would establish a single gateway to the profession at the point of registration referred to as the Prescribed Professional Qualification (PPQ). This gateway qualification would include an examination of all the requisite individual competencies and eligibility requirements. Successful candidates would receive a qualification which would be proposed as listable under Annex 5 of the Directive where all the PQD requirements were demonstrated. Alternatively successful candidates would receive a qualification prescribed for registration in the UK only in instances where the UK requirements were met, but not the full PQD eligibility requirements.
- 17.2** The Review Group noted the existence of the Architects Register Entrance Examination in the Republic of Ireland as a single gateway examination which established competence across all areas of the professional syllabus together with the assessment of eligibility requirements (as would be required within the proposed PPQ). Any PPQ could be prescribed by the ARB and validated by the RIBA as part of an HEI's portfolio of qualifications in the same way that Part 3 programmes currently operate. Alternatively the PPQ could form part of a second cycle qualification (see Section 18).
- 17.3** The essential change in the proposed framework would be the removal of the requirement for a prescribed qualification in architecture at undergraduate level as a pre-requisite to registration. It is anticipated that the vast majority of architectural students would continue to study architecture at undergraduate and master's level as the typical route to qualification. The removal of the Part 1 pre-requisite would allow alternate programme structures and individual pathways to be accommodated within the regulatory framework.
- 17.4** The RIBA could continue to accredit and validate schools of architecture in the way they currently do and it is anticipated that all schools of architecture would wish to maintain their validated status as an internationally understood indicator of quality, as a marketing requirement and as part of its own industrial liaison processes. Validation would not form part of the registration criteria, as is currently the case. The proposals would make the RIBA validation status between UK and overseas schools transparently equitable which would serve to remove the current confusion whereby some students, perhaps understandably, mistakenly believe that RIBA validated courses provide a pathway to registration.
- 17.5** The framework would require a master's degree or equivalent (second cycle). The QAA framework establishes the pre-requisites for a second cycle (level 7) award such that a first cycle (level 6) or equivalent award is required without any need for further specification within the framework. The proposed effective minimum period of academic study is therefore four years.
- 17.6** No requirement for the title of the academic award is included within the framework. Currently the EU PQD requires a prescribed award to be principally in architecture. This is interpreted informally at present as meaning 80% of its content. This leads to awards having to be assessed in terms of 80% content, which for many modules and units is a somewhat arbitrary judgement. This can have the consequence of excluding perfectly competent candidates. The proposals therefore avoid specifying a percentage content.
- 17.7** Master's degrees with combined specialisms would all be eligible. The key test would be whether the candidate has been adequately prepared by their earlier academic qualification to successfully undertake the PPQ. Where the candidates' prior education, combined with their practical experience, has allowed an individual to gain the required competence there appears no good reason to impose additional eligibility requirements based on the syllabus content of the academic awards they hold. This allows for a greatly simplified, transparent and more flexible framework to operate.

- 17.8** The changes would remove the requirement for the ARB to maintain a prescribed examination route for those candidates with non-prescribed Part 1 and Part 2 awards.

Professional Practical Experience (PPE)

- 17.9** The UK has a highly regarded system of professional practical experience as recorded through students individual Professional Experience Development Records (PEDR). Given the international nature of architectural practice the requirement in the draft PQD for such experience to be carried out exclusively within the EU appears questionable. Similarly, given the increasingly varied collaborations and structures of practice which exist, the requirement within the PQD for experience to be supervised by a registered architect appears questionable. Many eminent building designers would seem to offer excellent work experience and yet may not be registered architects. Moreover it would appear that diversity in PPE is something which should be encouraged rather than discounted, as can happen at present.
- 17.10** The Review Group's proposal is to remove restrictions on the location and the supervision of professional practical experience. The onus would be on the student to assemble an adequate range of experience prior to submitting themselves for the PPQ in the knowledge that inadequate experience would be a cause for failure. This is currently the case with respect to the prescribed Part 3 qualification.
- 17.11** In order to align architecture with the engineering disciplines and in order to exploit the UK's leading position in the operation of professional practical experience a minimum of three years PPE requirement prior to registration was discussed at length by the Review Group. The minimum time period from entry into architectural education to registration would therefore effectively remain as 7 years. However it is perhaps worth noting that the current average period of time from entry to registration is 9.5 years. Given that the framework is intended to establish minimum requirements it was decided by the Review Group to maintain the current 2 year minimum in the context that the syllabus requirements for the PPQ could specify the need for sufficient experience across the range of professional activities. This would allow for a two year PPE period to be acceptable in those cases where students were able to demonstrate they had met the syllabus requirements, whilst assuming students would typically continue to accumulate longer periods of PPE in order to secure a passing outcome at the final gateway to the profession.

Implementation

- 17.12** The proposal if adopted would initially simply add a new prescribed pathway to the existing prescribed pathway. This would enable a transition to occur to the revised framework requirements over whatever period was deemed to be appropriate and as agreed between the various stakeholders.

Nomenclature

- 17.13** The use of the terms Part 1, 2 and 3 are unique to UK architectural education and not understood widely in the EU or in other disciplines within UK higher education. This terminology also infers a failure to complete for the majority of students who do not go on to register as architects.
- 17.14** The proposal is to adopt the nomenclature employed as standard through the EU as defined by the Framework for Qualifications of the European Higher Education Area (FQ-EHEA)²⁹. Within this framework Part 1 is equivalent to a first cycle (end of cycle) qualification and Part 2 is equivalent to a second cycle (end of cycle) qualification.
- 17.15** The Quality Assurance Agency for Higher Education (QAA) defines the level categories for all HE qualifications in the UK and these are aligned with the FQ-EHEA definitions.

Under the QAA framework in England, Wales and Northern Ireland a Part 1 award is a level 6 qualification and a Part 2 is a level 7 qualification³⁰. The graduate descriptors for these levels, to which all UK HEIs comply, are also specified by the QAA. From an HEI viewpoint a greater alignment between these QAA descriptors and the professional syllabus criteria would create a more joined-up regulatory environment for UK architectural education.

- 17.16** This distinction broadly equates with Scottish Credit and Qualifications Framework (SCQF) level 10 for Part 1 and level 11 for Part 2). By adopting the FQ-EHEA nomenclature it's possible to avoid any confusion created by the different higher education qualification framework employed in Scotland as opposed to that used in the rest of the UK.
- 17.17** A summary of the existing and revised frameworks in the context of the Review Group's aims is included in Appendix 6.

Table 2 Proposed framework summary

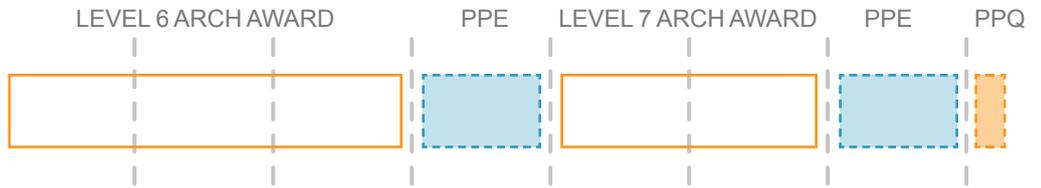
Where the PPQ is to be listed under Annex 5 for the purposes of mutual recognition within the EU the PPQ must meet all the PQD criteria in addition to the UK requirements.

	EU PQD 2012	Draft Revised PQD	UK Existing	UK Proposal A
Criteria for profession qualification	11 criteria as set out in Article 46	11 criteria as set out in Article 46	49 Part 1 criteria, 50 Part 2 criteria, 7 Part 3 criteria: total 106 criteria	57 PPQ criteria (from extg part 2 & 3 criteria)
Duration of academic study	4 years minimum	4 or 5 years	5 years plus Part 3 academic study	No eligibility pre-requisite
Level of academic study	Unspecified	Unspecified	Part 1 undergraduate degree, Part 2 graduate qualification, Part 3	A FQ-EHEA second cycle award and Professional Entrance Qualification (PPQ)
Duration of practical experience	Nil	0,1 or 2 years	2 years	24 months
Location of academic study	Academic study to completed mainly within the same European state	Academic study to completed within the same EU member state	Academic study to have been predominantly in the UK for both Parts 1 and 2 (two thirds minimum rule of thumb applied)	No eligibility pre-requisite
Location of academic award	All academic awards to be from the same member state with the academic study undertaken mainly in the EU	All academic awards to be from the same member state with the academic study undertaken mainly in the EU	UK awards only	No eligibility pre-requisite
Location of professional practical experience (PPE)	N/A	EU and some EEA countries	EEA one year min	No eligibility pre-requisite
Timing of PPE		Post part 2	Min 1 year post part 2	No eligibility pre-requisite
Additional eligibility requirements for PPE		Signed off by Arch	12 months min in arch practice signed off by arch	None
Award content	The academic award must be principally in architecture (80% unofficial rule of thumb*)	The academic award must be principally in architecture (80% unofficial rule of thumb*)	The academic award must be principally in architecture (80% unofficial rule of thumb*)	No eligibility pre-requisite
Exceptions	Social betterment clause	Social betterment clause	Social betterment clause Prescribed Examination route	None

*The 80% rule of thumb concerning what constitutes a degree principally in architecture was based on European Commission guidance which was issued to the Architecture Sub-group, but there remains no official definition.

18.0 Possible futures

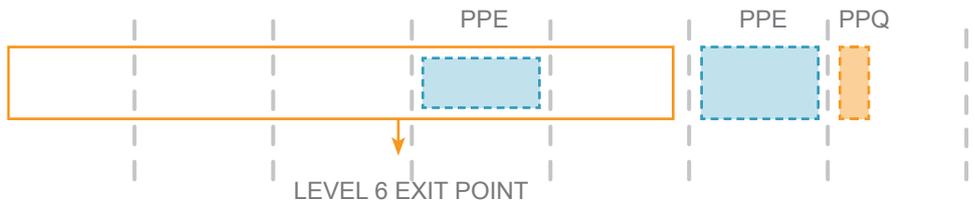
18.1 Traditional Pathway



This is the typical pathway which students currently follow.

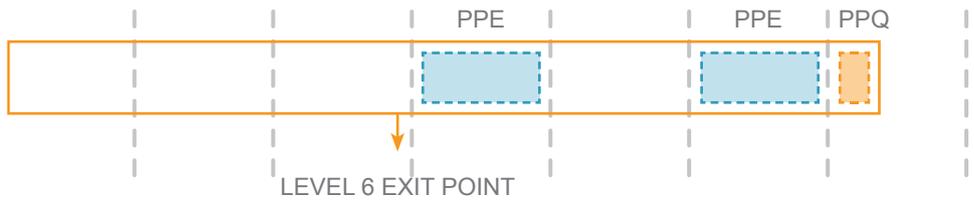
The following pathways are all currently ineligible for prescription under the current framework but would become eligible under the proposed framework. Although years of study are indicated by the dashed grey lines for means of comparison it is envisaged that European Credit Transfer and Accumulation System (ECTS) credits would become the measure of duration rather than years.

18.2 Integrated 5 year MArch Pathway:



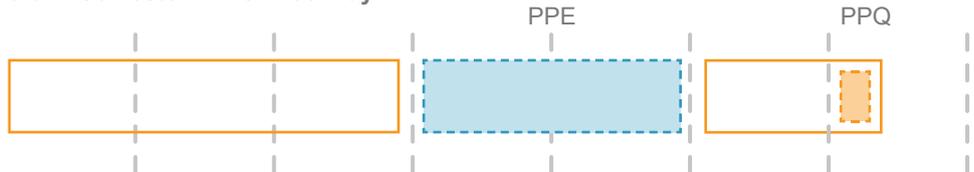
This would allow single integrated 5 year Master's programme similar to those used in engineering disciplines.

18.3 Integrated 6 year MArch:



This would integrate both placements which would be advantageous to overseas students. The PPQ is also integrated in this pathway allowing a programme which grants access to the profession upon graduation.

18.4 3 or 4 Semester MArch Pathway:

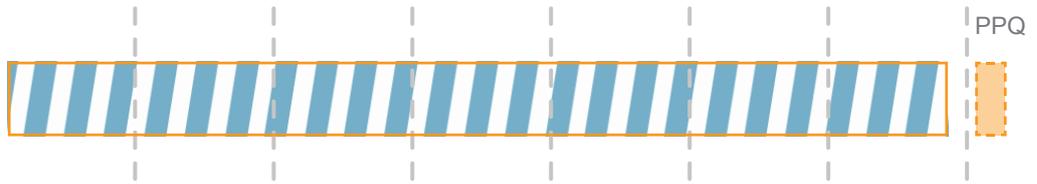


This pathway would allow a year-long 3 semester MArch pathway to be structured in a manner similar to the UK's existing MSc structures. The 4 semester variant would integrate the PPQ allowing access to the profession on graduation.

Pathways Key:

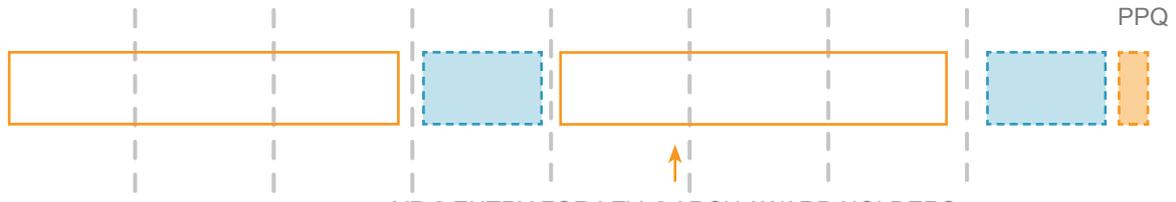
-  Course
-  Course with integrated placement
-  PPE
-  Professional Apprenticeship
-  PPQ
-  Overseas Study

18.5 The earning and learning pathway:



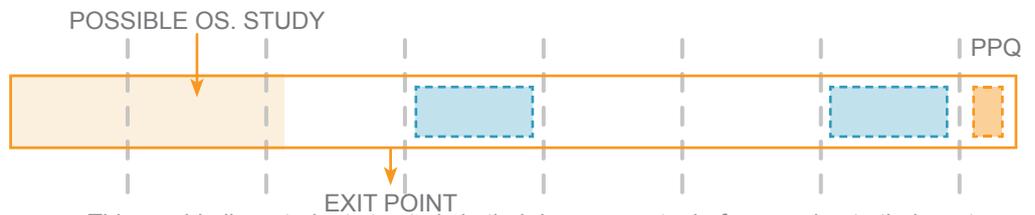
This pathway would allow for an equivalent master's award after 7 years of combined work and study.

18.6 Discipline transfer pathway:



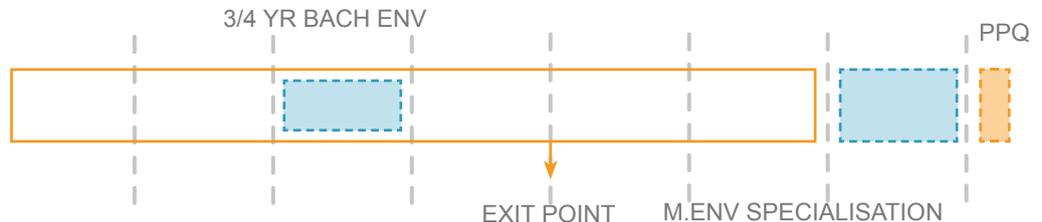
This is a pathway similar to that employed in the USA where students could pursue a wider range of undergraduate degrees followed by a 3 year MArch.

18.7 Fully integrated sponsored overseas student pathway:



This would allow students to study in their home country before moving to their partner UK University and would integrate both placements assuring students of an institutional sponsor for their profession experience in accordance with UKBA visa regulations.

18.8 Future of the Built Environment Education Group (FBEEG) suggested pathway:



This pathway has been proposed by the FBEEG as a model which would allow a broader shared education for the built environment professions.

PATHWAYS KEY:

-  Course
-  Course with integrated placement
-  PPE
-  Professional Apprenticeship
-  PPQ
-  Overseas Study

19.0 Commentary on the operation of the proposed framework in the context of the proposed aims:

Rigorous standards of professional competency:

- 19.1** The proposals introduce a specific Prescribed Professional Qualification (PPQ) at which point all the professional criteria can be rigorously tested. This testing would employ members of the profession within its examination process and would potentially provide the profession with more direct oversight over the standards applied and enforced.

Competitiveness:

- 19.2** The new framework would remove restrictions on the academic pathway allowing UK higher education providers to develop educational offers suited to the student demand and the employment market.

Accessibility, mobility and connectivity:

- 19.3** By removing restrictions on the academic pathway, routes to registration could develop which are more practiced based, less expensive and require less time in academic institutions. This should assist in developing pathways which are more attractive and achievable for a wider range of students.

Equity:

- 19.4** A single PPQ which would apply to all UK applicants to the register would remove the need for the prescribed examination and enforce a common hurdle to the profession. For those who did not meet the PQD eligibility requirements the award would not be listable under Annex 5 and would therefore be for UK registration purposes only. UK applicants would no longer be barred from entry onto the register as a result of eligibility requirements being applied which did not apply to those entering the register through EU mutual recognition.

Flexibility:

- 19.5** Higher education providers in the UK would be freed from the requirements which regulate the academic pathway allowing more flexible routes to emerge. Arbitrary eligibility requirements would be removed allowing many routes into the profession and encouraging many opportunities beyond it.

Excellence:

- 19.6** The RIBA could continue to validate programmes in exactly the way they do presently. The significant advantage would be for overseas programmes where their validation would carry exactly the same status as UK validation. This would remove a persistent source of confusion. It is envisaged that virtually all schools would continue to wish to obtain validated status, not least for recruitment purposes. However the new framework would enable schools and the RIBA to enter into more constructive relationships aimed at enhancing quality. Concern over the wording of visiting board reports which in the past was founded on such wording having led to the removal of prescribed status, would be a thing of the past. The RIBA would be freed to focus on enhancing quality and promoting excellence.

Efficiency:

- 19.7** The proposals would eliminate the requirement for a prescribed examination system. The proposals would remove the pre-requisite for prescription of Parts 1 and 2 with prescription only essential for the PPQ. This would create a far more efficient framework in which the ARB and HEI's could operate. The removal of the requirement for Part 1 could lift sixty programmes outside the prescription process³¹.

Distinctiveness:

- 19.8** Higher education providers in the UK would be freed from the pathway requirements which prevent more distinctive courses, pedagogies and educational offers from being developed. A far wider variety of programme structures, delivery modes and specialisms would become possible as routes into the profession.

20.0 Summary of Recommendations

20.1 **The Review Group recommends that the UK removes the prohibition on the prescription of academic awards which are not fully compliant with the PQD.**

This recommendation requires a change in ARB policy which would allow UK HEIs to develop programmes which could lead to professional qualification in the UK but which may not be subject to automatic recognition in other EU member states. The change would allow the UK to develop pathways free from the constraints imposed by the PQD.

20.2 **The Review Group recommends that the regulation of UK architectural education is focused primarily on the demonstration of equivalent competence by entrants to the register rather than the possession of equivalent awards.**

This recommendation requires a change in ARB policy with respect to its current interpretation of Section 4 (1) (b) of the Architects Act 1997. This change would eliminate some of the existing anomalies within the registration pathways and would facilitate the adoption of recommendation 20.3 of this report.

20.3 **The Review Group recommends that the UK allows entry into the profession via a single professional gateway.**

This change in ARB policy would eliminate the requirement for entrants to the profession to hold Parts 1, 2 and 3. The proposed gateway should provide a rigorous and robust examination of competence but would allow numerous pathways to registration which are currently ineligible for consideration. Initially such an award could be introduced in addition to the existing pathways with the possibility of it becoming the single entry point into the profession at a future date.

20.4 **The Review Group recommends that the professional bodies representing the built environment professions develop mutually compatible eligibility requirements which allow for greater flexibility in the movement of students.**

This change would facilitate the removal of eligibility barriers between professions allowing more numerous and flexible routes to chartered status.

20.5 **The Review group recommends that the professional, academic and regulatory organisations review the criteria for the assessment of professional competence in the context of the amended framework.**

The Review Group has not directly addressed the issue of the content of the professional criteria, however it became apparent in the review process that the definition of minimum competence specified through the criteria could be usefully revisited. This would provide the professional bodies with the opportunity to define the attributes of its members in a manner which might be better aligned with the professional requirements in other disciplines.

20.6 **The Review Group recommends that UK HEIs develop creative, innovative and high quality programmes which fully exploit the flexibility in the amended framework to provide educational offers suited to student demand and professional requirements.**

Once the restrictions and constraints which prevent greater diversity in educational pathways are removed the opportunities which result can be realised by education providers and those responsible for the design and delivery of academic programmes.

20.7 The Review Group recommends that the existing nomenclature of Part 1, 2 and 3 be replaced.

The use of the terminology Parts 1, 2 and 3 is not shared in any other HE discipline or in any other EU country. The suggested terminology to be employed is that used within Europe across all subjects, together with a clear professional entrance award (i.e. first cycle, second cycle and Prescribed Professional Qualification (PPQ)).

20.8 The Review Group recommends that professional practice develops closer and deeper relationships with schools of architecture in order to develop research and teaching activities to the mutual advantage of both practice and academia.

The Review Group highlighted the existing high levels of involvement of practitioners in the delivery of architectural education and seeks through this recommendation to encourage greater exploitation of the potential offered by collaboration between HEIs and all forms of professional practice.

Notes

1. Thompson, M. (2012) 'It's true: people don't know what architects do', *The Architects' Journal*, 19th July, page 9. This article reported the findings of a YouGov survey commissioned by InBuilding.org in which the lack of general awareness of an architect's role was highlighted.
2. http://www.buildingfutures.org.uk/assets/downloads/The_Future_for_Architects_Summary.pdf
3. The approximate proportion of one third of Part 1 entrants progressing to join the register is based on the entrants figures for UK HEIs in the period 2000-2003 (inclusive) compared to the number entrants onto the register via the UK route 2009-2012 (inclusive) based on an average nine year total qualification period.
4. The average period to registration was provided by Pam Cole during her presentation to the SCHOSA Conference in Cambridge, 14th April 2011.
5. Analysis of architectural students' debt has shown very low likelihood that typical debts will be repaid prior to the thirty year write off period (Wright, A.W., 2013 (in press). '*Survival of the Species: The Financial Habitat of English Architectural Education*', Field, 5).
6. Recent survey information compiled by The International Graduate Insight Group (i-graduate) of 2011 home entrants to leading UK universities found that 28% had considered studying abroad.
7. Fulcher, M. (2011) 'Survey: cost of studying architecture to hit £88k', *The Architects' Journal*, 26th May, page 6. The survey was carried out by two recent graduates and was the result of 1300 responses. Available at <http://www.architectsjournal.co.uk/news/daily-news/survey-cost-of-studying-architecture-to-hit-88k/8615263.article>
8. Wright, A.W., 2013 (in press). '*Survival of the Species: The Financial Habitat of English Architectural Education*', Field, 5
9. *ibid*
10. The Financial Inclusion Centre, 'Debt and the Family Series: Report 2: Debt and future generations', London, page 1. Available at http://www.stepchange.org/Portals/0/Documents/media/reports/additionalreports/Report_Debt_and_the_generations.pdf
11. <http://www.standard.co.uk/comment/comment/the-coalition-and-its-tuition-fee-timebomb-8227851.html?origin=internalSearch>
12. This statement is based on UCAS statistics for the years 2010-12 and the comparative reduction in home architecture applications as a percentage of the total applications for HEIs in the UK.
13. A case for the reconsideration of minimum time requirements was presented at the 2011 EAAE Conference in Chania, Greece (Wright, A.W., 2012. 'Doing more with less time: an English Perspective'. In: C. Spiridonidis AND M. Voyatzaki, eds. 'Doing more with less: Architectural Education in Challenging Times', 3-6 September 2011 Chania. Thessaloniki: EAAE)
14. Paton, G. (2013) 'A quarter of EU students fail to repay their university loans', *The Daily Telegraph*, 23rd March.

15. Hopkirk, E. (2011) 'Students ditch UK schools to go abroad', Building Design Magazine, 22 July 2011. Available at: <http://www.bdonline.co.uk/news/analysis/students-ditch-uk-schools-to-go-abroad/5021920.article>
16. The total of 106 is arrived as a summation of the 44 Part 1 criteria, the 44 Part 2 criteria, the 6 part 1 attributes, the 7 Part attributes and the 5 Part 3 criteria (see: http://www.arb.org.uk/Scripts/wysiwyg/ckeditor/ckfinder/userfiles/Images/images/files/ARB_Criteria.pdf)
17. The applicable qualification descriptors for English and Welsh HEIs are available at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>
18. http://www.arb.org.uk/Scripts/wysiwyg/ckeditor/ckfinder/userfiles/Images/images/files/ARB_Criteria.pdf
19. This proportion is based on the 29% of new entrants on to register via the EU automatic recognition route in 2011 and 27% in 2012 (source: ARB).
20. The Parts 1 and 2 attributes are available at: http://www.arb.org.uk/Scripts/wysiwyg/ckeditor/ckfinder/userfiles/Images/images/files/ARB_Criteria.pdf
21. This exclusion from the prescribed Part 1 examination of such candidates has been implemented despite the fact that according to the ARB's figures 50% of these candidates passed the examination.
22. Architects' Council of Europe (2008) 'The Architectural Profession in Europe, Part One', Mirza and Nacey Research Ltd, pages 9 and 55.
23. The approximate proportion of one third of Part 1 entrants progressing to join the register is based on the entrants figures for UK HEIs in the period 2000-2003 (inclusive) compared to the number entrants onto the register via the UK route 2009-2012 (inclusive) based on an average nine year total qualification period.
24. This figure is based on analysis prepared by A.Wright (Wright, A.W., 2013 (in press). 'Survival of the Species: The Financial Habitat of English Architectural Education', Field, 5)
25. ibid
26. The average period to registration was provided by Pam Cole during her presentation to the SCHOSA Conference in Cambridge, 14th April 2011.
27. This observation was offered in the Review Group's discussions with contributors in reference to the removal of validated status from the Cheltenham school of architecture in 1974, but has yet to be verified.
28. This figure is based on the number of prescribed Part 1 courses in Dec 2012 (source: ARB).
29. See: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qq/qq.asp>
30. The full QAA document is available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>
31. This figure is based on the number of prescribed Part 1 courses in Dec 2012 (source: ARB).

Glossary:

ARB	Architects' Registration Board
competence	The state or quality of being adequately skilled and knowledgeable to meet the professional criteria for qualification as an architect
(the) criteria	The professional criteria for qualification as an architect in the UK as jointly published by the RIBA and ARB
EEA	European Economic Area
EU	European Union
educational offer	The combined offer to students which includes the programme content, programme structure, pedagogy employed, mode of delivery and exit paths.
FE	Further Education
framework	The legislative and regulatory requirements which apply to the eligibility criteria and qualifications which lead to professional registration gateway describe thresholds through which candidates must pass in order to gain to entry into the profession
HE	Higher Education
HEI	Higher Education Institution
home students	This category of students are typically British citizens resident in the UK. For funding purposes in England home students are treated identically to other EU citizens resident in other EU member states
PPE	Professional practical experience
PPQ	Prescribed Professional Qualification
PQD	Professional Qualifications Directive (2005/36/EC)
Part 1	The term employed in the UK for the undergraduate award leading to qualification
Part 2	The term employed in the UK for the graduate award leading to qualification
Part 3	The term employed in the UK for final award used to admit individuals to the profession
overseas students	This category of student refers to non-EU citizens who are typically charge tuition fees at higher rates than home students and who are not entitled to the same student finance arrangements as those to which home students are eligible
pathway	The route taken to registration including academic and professional practice elements

prescription	The process of programme approval for professional registration purposes administered by the ARB
programme	A course of study leading to a university award
RG	Review Group
RIBA	Royal Institute of British Architects
(the) register	The list of qualified architects in the UK maintained by the ARB
SCHOSA	Standing Conference of Heads of Schools of Architecture
school	This refers to a school of architecture of that unit within a higher education which is responsible for the delivery of architectural programmes. This may be a department or some other grouping within a faculty.
UKAE	United Kingdom Architectural Education
validation	The process of programme approval for purposes of gaining chartered membership of the RIBA administered by the RIBA

Appendices

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Chair of the Review Group



Alex Wright | BSc (Hons) Dip Arch MDesS FHEA
Professor of Architecture, University of Bath

Alex Wright is Associate Dean for Learning and Teaching in the Faculty of Engineering at the University of Bath and Head of Architecture. He studied architecture at the Universities of Bath and Cambridge before studying as a Harkness Fellow at Harvard University's Graduate School of Design. He is currently Chair of the Standing Conference of Heads of Schools of Architecture (SCHOSA) and an elected member of the board of the Architects' Registration Board (ARB). Alex worked in private practice for 15 years before taking a full-time position at the University of Bath and in the last seven years has acted as an external examiner or expert advisor for numerous UK Universities in the development of their architectural courses. Alex is also a member of the Design Review Panel for Creating Excellence and an Expert Advisor to The Department of Culture Arts and Leisure (NI).

Members of the Review Group



Alison Coutinho | BA(Hons) SACDip DipArch
Founder of The What Now? Collaborative

Alison is the Founder of The What Now? Collaborative - a think tank exploring the future of education and practice - and a Partner at Simon Bowden Architecture. She also sits on the ACA Council and the RIBA Validation Panel, and is a mentor for the Construction Youth Trust and Windsor Fellowship. Her professional work has been widely published in Building Design, the Architects' Journal and Design Exchange magazines, and she was a Diarist for the RIBA. She completed her training at Sheffield and London Metropolitan University under tutorship from DSDHA and East Architects. With a keen interest in wider disciplines in the built environment, Alison has a dual degree in Landscape and a diploma in Interior Design.

Alison has previously worked with Paul Davis + Partners in London, Raw Design in Toronto and SHH Architects in Hammersmith. Most recently, Alison has become a member of the Architects Livery Company, and has lectured at Bournemouth and Cambridge Schools of Architecture.



Professor Katharine Heron | RIBA
Head, Department of Architecture, Director of Ambika P3
University of Westminster

Her background is in practice as Feary + Heron Architects, and working with the arts and community organisations. She is a past chair of the Arts Council's Visual Arts Panel and Architecture Advisory panels. She has taught and been an external examiner in many UK schools of architecture, and an advisor to the EPLF in Lausanne. She is a past chair of SCHOSA, chaired the review of the QAA Subject Benchmark for Architecture published 2010 and is a member of the RIBA Education Committee. She is a long-term advocate of flexibility in architectural education to support quality and enable diversity.

From 2013 she leads the university's participation in a Europe wide consortium of seven schools of architecture known as ADAPT-r which has EU funding to develop an international training network of researchers based in 'venturous practice', and to expand the established RMIT PhD programme of research by practice.



Richard Parnaby | BArch MCD MArch RIBA FRSA
Professor of Architecture, University of the West of England

Richard Parnaby studied architecture and planning in Liverpool and Oregon. He worked as an architect in Liverpool and Vancouver in the 1970s and was a partner in Brown & Parnaby Architects in Abergavenny from 1980 to 1996. Richard taught at the Welsh School of Architecture from 1982 to 1987. In 1996 he joined UWE where he has played a key role in developing the first new school of architecture in the UK since the 1960s centred on unique joint undergraduate courses in architecture and planning and architecture and environmental engineering. He was the first chairman of the Design Commission for Wales established in 2002 by the Welsh Government to champion good architecture, urban design and landscape design. He has been President of the Royal Society of Architects in Wales, a nationally elected member of RIBA council and a member of its board. He is a trustee of the Architecture Centre, Bristol.



Sunand Prasad | MAA Dip PhD FRSA PPRIBA
Senior Partner, Penoyre & Prasad

Since founding Penoyre & Prasad in 1988 with Greg Penoyre, Sunand has played a central role in the design and delivery of the practice's 300 plus projects, guiding the design philosophy of the practice and the design development of projects. The practice's work has won over 80 awards and been widely published.

Sunand is a Past President of the Royal Institute of British Architects (2007 – 2009) and a Founding Commissioner of CBE. He has taught, lectured and acted as external examiner in many schools of architecture in the UK and abroad, and during his presidency engaged closely with SCHOSA on the nature of architectural education. He is a member of the Government's Green Construction Board, a member of the London Mayor's Design Advisory Group, President of the Architects' Benevolent Society and Trustee of the think tank the Centre for Cities and the arts and climate change charity Cape Farewell.



Dickon Robinson | CBE RIBA FRSA

Dickon Robinson is an independent advisor on architecture, housing, property development, sustainability and urbanism. He has worked in management consultancy, architectural practice, housing development, and urban regeneration. He was Assistant Director of Housing for the London Borough of Camden between 1976 and 1988, and Director of Development and Planning for the Peabody Trust from 1988 until 2004. He is currently Chair of Building Futures at the RIBA, Chair of the Stratford City Environmental Review Panel, and Chair of Living Architecture. He has been a member of the English Heritage Urban Panel since 2000, and is a member of the City of Bath Urban Regeneration Panel. He has recently been appointed to the Cathedrals Fabric Commission for England. He was a CBE Commissioner between 2000 and 2007, and was the first Chair of CBE Space between 2003 and 2007.

Appendix 2

The Review Group's outline terms of reference

Aims

The aim of the Review Group is to carry out an overview of UK architectural education in order to help the development of a system better suited to serve the interests of the built environment and wider society in the 21st century.

This aim is in the context not only of the UK, but also internationally, as the concerns of UK architectural education, its application pool and the nature of practice into which its graduates enter are increasingly global.

The aim is to help foster a flexible, vibrant, diverse and financially strong architectural education sector within UK higher education.

Scope and objectives

- The central objective of the Review Group is to help build a broad consensus across interested stakeholders with respect to the future regulatory structure of UK architectural education. In order to pursue this objective the Review Group will give detailed consideration to the following areas:
- Consider the roles and responsibilities of professional and regulatory bodies, the profession and higher education institutions;
- Consider the effectiveness of existing policies, programmes and structures;
- Articulate the key issues and frame the key questions relating to the future framework for UK architectural education. (The Review Group will collate evidence relevant to each question and will draw conclusions based on this evidence);
- Review the content of the prescribed syllabus for Parts 1 and 2;
- Identify and examine options for the way forward (this may include examining models of good practice which exist elsewhere), and
- Make recommendations as to potential action, including details of where the responsibility for action lies and, where possible, the timeframe in which action should occur.

Membership of Working Group

Membership to be limited to six individuals with members invited in order to ensure expertise and experience in:

- Undergraduate education
- Graduate and Professional Education
- Higher Education Management & Administration
- Professional Practice
- Professional and Regulatory Bodies
- Student Representation

Members:

Alison Coutinho
Kate Heron
Richard Parnaby
Sunand Prasad
Dickon Robinson
Alexander Wright (Chair)

Secretary to the Working Group: Chris Ellis

Methodology

The Working Group will:

- Use existing research and available evidence to develop an understanding and analysis of the position of architectural education in the UK;
- Invite contributions and evidence from individuals across the spectrum of stakeholders in UK architectural education able to speak to the concerns and interests of:
 - the profession (small medium and large scale practice)
 - the commissioners and consumers of architectural services
 - higher education students and recent graduates
 - higher education institutions and educators
 - associated professions
 - the professional and regulatory bodies
- Seek to identify relevant trends within higher education and the Construction Industry from the available data and present these within the report;
- Make explicit the evidence base used in relation to findings and recommendations of the Group.

Timescale

Group to be established by summer 2012 with draft report concluded by January 2013, the preliminary report made public by April 2013 and the final report concluded by October 2013.

It is hoped to present the preliminary report at the SCHOSA spring conference in 2013 with the event made open to interested parties. The opportunity will be given for attendees at this event to submit their comments, which will be considered prior to the drafting of the final report in, association with all other responses received.

Monitoring and Reporting

The Review Group will make its preliminary and final reports available as public documents.

Appendix 3

List of contributors to the discussion sessions held by the Review Group

Alison Carr

Registrar & Chief Executive, Architects Registration Board

Professor Matthew Bacon | RIBA FRSA

Chief Executive, The Conclude Consultancy Limited

Jim Chapman | MA Dip Arch RIBA FIHEEM AoU

R. James Chapman Architect

Emeritus Professor Manchester School of Architecture.

Paddy Conaghan | BSc(Hons) CEng MEI MCIBSE FConsE.

Consultant; Hoare Lea. Member of the Edge. Co-professional member of RIBA Visiting Board

Building Environmental Engineer

Tom Emerson

Director, 6a architects & Professor of Architecture, ETH Zurich

Sarah Ernst | BA (Hons) MArch

Communications Manager, Architecture Sans Frontieres.

Simon Foxell | RIBA

Principal of The Architects Practice and member of the Edge Architect and client adviser

Professor David Gloster | AADip MSc DIC RIBA

Director of Education, Royal Institute of British Architects

Will Hunter | MA (RCA)

Founder, Alternative Routes for Architecture

Deputy Editor, The Architectural Review

Doug King | FREng HonFRIBA

Consulting Engineer

Emma Matthews |

Head of Qualifications & Prescription, Architects Registration Board

Stephen McGuckin | BA(Hons) MA MBA MSc Dip Arch RIBA RICS

UK Managing Director, Turner & Townsend.

Professor Robert Mull | BSc AADip ARB

Dean, Sir John Cass Faculty of Art, Architecture & Design

Director of Architecture

London Metropolitan University

Professor Gordon Murray | BSc BArch PPRIAS RIBA RIAI RTPi MCI Arb

GMA | Ryder

Director - Knowledge Exchange

Department of Architecture. University of Strathclyde

Oliver Richards | MA MArch RIBA
RIBA Vice President for Education
Founding Director of ORMS Architecture Design

Evelyne Rugg
University Academic Registrar, University of Westminster

Craig Rosenblatt
Recent graduate

Robert Sargent
Director, Stride Treglown

Richard Saxon | CBE BArch MCD RIBA MIOD MCIM FRSA
Principal, Consultancy for the Built Environment.

Lynne Sullivan | RIBA FRSA OBE
Partner - Sustainable By Design, and Member of RIBA Sustainable Futures Committee

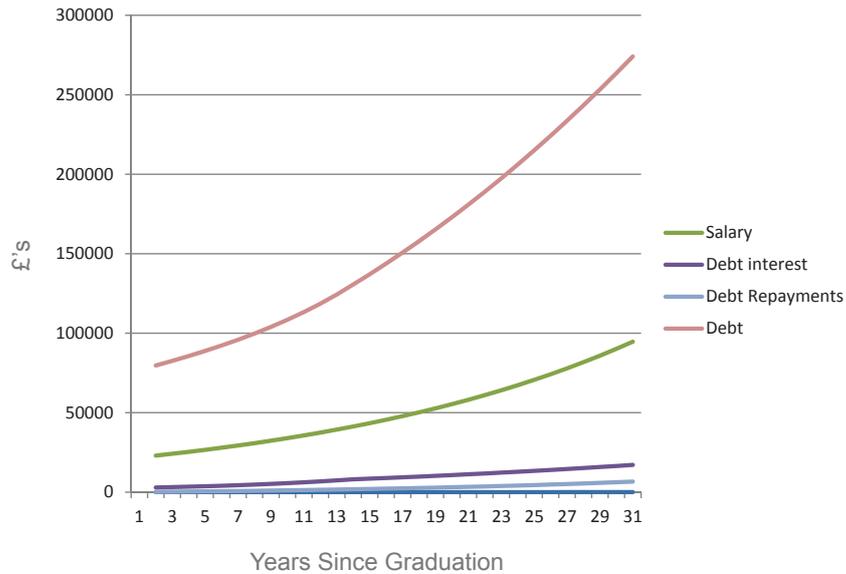
Professor Jeremy Till
Pro Vice-Chancellor, University of the Arts London
Head of Central Saint Martins

Susan Ware | Dip Arch RIBA
Director of Professional Studies
The Bartlett School of Architecture UCL

Appendix 4 Debt repayment profiles for students of architecture

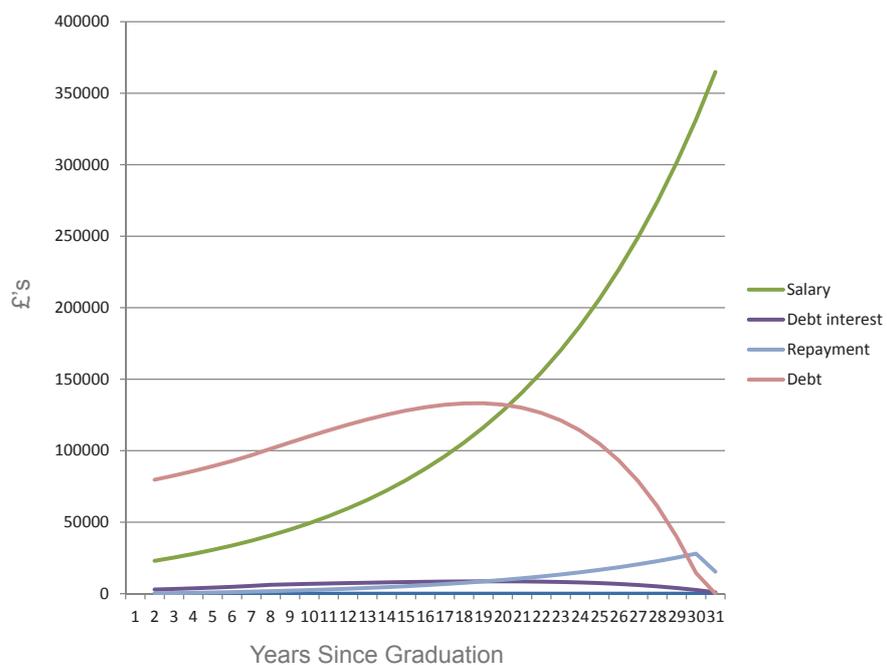
Scenario 1:

Starting salary £23,000 rising 5% per year with RPI=3.5% and a debt on graduation of £76,968



Scenario 2:

Starting salary £23,000 rising 10% per year with RPI=3.5% and a debt on graduation of £76,968



Debt profiles based on tables prepared by A.W. Wright (2013 in press) in the paper 'Survival of the Species: The Financial Habitat of English Architectural Education' ('Field' Issue 5).

Appendix 5 Table of comparative professional pathways

Profession	Academic Requirements	Full time academic study	Experience required	Final gateway exam	Minimum duration of combined study and experience required
Accountancy	3 year UG	3 years	3 years (with 12 set exams)	Yes	6
Architecture	3 year UG and 2 year PG	5 years	2 years	Yes	7
Civil Engineering	4 year UG	4 years	3 years	Yes	7
Law (barrister)	3 year UG and 1 year PG	4 years	1 year	None	5
Law (solicitor)	3 year UG and 1 year PG	4 years	None	N/A	4
Medicine	5 year UG	5 years	1 year to title (3-8 in addition to Senior Doctor status)		6
Surveying	3 year UG	3 years	2 years	None	5

Appendix 6 Summary Table

Aim	Aim summary	Commentary on existing framework	Commentary on proposal A framework
<p>Rigorous standards of professional competence:</p>	<p>to ensure the standards of competence required of all architects are effectively, consistently and demonstrably enforced at the point of registration</p>	<p>Currently the eleven EU criteria are demonstrated at Part 2, with Part 3 being the final examination leading to registration. This final examination does not cover the whole professional syllabus but rather the professional and legal aspects. There is no time restriction in terms of the time between when individuals might obtain Parts 2 and 3 and it is quite possible for many years to pass between the two. At entry to the profession no assessment is made of competency in the majority of the syllabus and it is quite possible for a successful candidate to obtain a current Part 3 and hold a Part 2 based on superseded criteria. There is no applicable requirement for CPD in the period concerned.</p> <p>UK architectural education has to compete with all other subject disciplines in the UK for the brightest and best talent. It similarly has to compete with other providers of architectural education across the world for overseas students. Within the EU it has to compete with heavily subsidised programmes in architecture with institutions that charge no tuition fees. Other EU programmes are increasingly being taught in English by English tutors.</p>	<p>The proposals introduce a specific Prescribed Professional Qualification at which point all the professional criteria can be rigorously tested. This testing would employ members of profession within its examination process and would potentially provide the profession with more direct oversight over the standards applied and enforced.</p>
<p>Competitiveness:</p>	<p>to support UK architectural education in recruiting the brightest and best talent into its programmes and the profession from both the UK and overseas</p>	<p>The regulation of architectural education creates constraints where programmes appear overly fettered, limiting the development of truly innovative education offers and modes of delivery in response to the changing demands of students and employers. Most entrants into an architecture course wish to have the option to progress into the profession, even if they subsequently decide to pursue another career. Any architecture programme which seeks to establish a place in the higher education market and which does not have prescribed status is therefore at a substantial competitive disadvantage in terms of recruitment and experience suggests it is unlikely to survive long. Prescription is therefore a competitive pre-requisite for virtually all architecture programmes.</p>	<p>The new framework would remove restrictions on the academic pathway allowing UK HE providers to develop educational offers suited to students' and employers' demands and aspirations.</p>

Aim	Aim summary	Commentary on existing framework	Commentary on proposal A framework
<p>Accessibility, mobility and connectivity:</p>	<p>to facilitate entry into the profession from a range of diverse backgrounds, mobility between institutions both nationally and internationally and to recognise all forms of productive PPE</p>	<p>It appears that students from the lower NSEC quintiles which do not qualify for widening participation financial assistance find the level of debt associated with an architectural education a disincentive to entry. There is also concern that women find an average 9.5 year pathway a greater disincentive than men. Recent figures also suggest applications from mature students in England have fallen disproportionately since the introduction of the new fee regime.</p> <p>The current automatic recognition requirements necessitate students completing their architectural education in a single EU member state. Students from RIBA validated schools outside Europe are not recognised for registration purposes. There is therefore a considerable disincentive for mobility between countries in the current system. The proposed PQD also discounts PPE from outside the EU irrespective of the quality or relevance of this experience. Integrated placement experience is also discounted in the revised PQD as currently drafted.</p> <p>The current framework makes entry at any point other than at the start of an undergraduate degree extremely difficult. The lack of mobility between associated disciplines makes transfer between disciplines extremely difficult and virtually excludes second career architects.</p>	<p>By removing restrictions on the academic pathway routes to registration could develop which are more practice based, less expensive, require less time in academic institutions and allow for greater geographical mobility in the course of study. This should assist in developing pathways which are more attractive and achievable for a wider range of students.</p>
<p>Equity:</p>	<p>to define equitable eligibility requirements for entrants onto the register regardless of the pathway taken</p>	<p>For students entering the register by the EU mutual recognition route the eligibility requirement may be less stringent than for those entering from a UK route. This is demonstrably inequitable.</p> <p>There is a perception among those involved in UK architectural education and the prescribed examination that the latter has a more onerous pass requirement than that applied at the lowest end of the marking range in some prescribed programmes. This impression would seem to be supported by the number of Part 1 failures recorded by students who have been required to sit the prescribed examination following the loss of prescribed status of the programme in which they were enrolled.</p>	<p>A single PPQ which would apply to UK applicants to the register would remove the need for the prescribed examination and enforce a common hurdle to the profession. For those who did not meet the PQD eligibility requirement the award would not be listable under Annex 5 and would therefore be for UK registration purposes only. UK applicants would no longer be barred from entry onto the register as a result of eligibility requirements being applied which did not apply to those entering the register through the EU mutual recognition route.</p>

Aim	Aim summary	Commentary on existing framework	Commentary on proposal A framework
<p>Distinctiveness:</p>	<p>to foster the development of a diverse range of distinctive programme structures, pedagogies and educational offers in architectural education to suit the requirements and aspirations of students and industry</p>	<p>The relatively rigid structure of the existing pathway regulation results in relatively little distinctiveness in terms of programme structure in UK architectural education. Only one school in England and Wales offers both Part 1 and 2 programme structures which lie outside the standard model and this school is subject to consistent pressure applied through both the RIBA and the ARB to justify its structures, or bring them into alignment with the standard model.</p> <p>There are currently no specialist prescribed Part 2 courses in many of the numerous subject combinations which HEIs might wish to provide. This is due to the perceived difficulty in gaining validation and prescription for such programmes, a perception which appears to be well founded. This barrier to innovation has proved insurmountable despite the potential attractiveness of such courses to both students and employers.</p>	<p>HE providers in the UK would be freed from the pathway requirements which prevent more distinctive courses, pedagogies and educational offers from being developed. A far wider variety of programme structures, delivery modes and specialisms would become possible as routes into the profession.</p>
<p>Efficiency:</p>	<p>to permit the regulation of UK architectural education in a manner which is efficient in terms of the resources employed by both HEIs and the regulatory bodies in the context of the applicable statutory requirements</p>	<p>The 3 part framework of the AE pathway requires the ARB to prescribe all three levels. This is the case even though there are no criteria prescribed at Part 1 in the three part framework of the architectural education pathway requires the ARB to prescribe all three levels. This is the case even though there are no criteria prescribed at Part 1 in the PQD and the UK is unique in Europe in requiring regulation of this intermediate award against all the PQD criteria at undergraduate level. In 2012 the ARB had to maintain the prescribed status of more than 140 courses in order that 823 students could demonstrate the required level of competency. In 2011 this prescribed examination system had to be maintained by the ARB in order to carry out 126 examinations at either Part 1 or Part 2 level (source: ARB). A significant number of these examinations were at Part 1 for students who already held a prescribed Part 2 award.</p>	<p>The proposals would eliminate the requirement for a prescribed examination system. The proposals could remove the prescription of Parts 1 and 2 with prescription only required for the PPQ. This would create a far more efficient framework in which the ARB and HEI's could operate.</p> <p>The removal of the requirement for Part 1 would lift 60 programmes outside the prescription process (this figure is based on the number of prescribed Part 1 courses in Dec 2012).</p>

<p>Aim</p>	<p>Aim summary</p>	<p>Commentary on existing framework</p>	<p>Commentary on proposal A framework</p>
<p>Excellence:</p>	<p>to encourage the development of the professional validation process focusing on the promotion of excellence, based on the principles of clarity, transparency and objectivity</p>	<p>Recently visiting boards have explicitly sought to move away from the perceived focus on the lowest passing portfolio to consider quality issues more widely. However the peer review role inevitably carries with it the requirement for a quasi-regulatory scrutiny. The RIBA has not removed validation from any programme since 1974. Prescription has been removed on several occasions in this time. This suggests the standards applied by the regulatory and professional bodies are not fully aligned. It would appear that the professional body might be most effective in its roles of enhancing quality and promoting excellence and any framework should recognise this</p>	<p>Under the proposals the RIBA could continue to validate programmes in exactly the way they do presently. The significant advantage would be for overseas programmes where their validation would carry exactly the same status as UK validation. This would remove a persistent source of confusion. It is envisaged that virtually all Schools would continue to wish to obtain validated status, not least for recruitment purposes. However the new framework would enable schools and the RIBA to enter into more constructive relationships aimed at enhancing quality and promoting excellence.</p>
<p>Flexibility:</p>	<p>to allow the providers of architectural education in the UK to respond quickly, creatively and effectively to changing circumstances</p>	<p>The regulation of the pathway under the current framework creates constraints on UK HE providers in terms of the educational offers they are able to provide. This is partly to do with the time requirements which are measured in years regardless of the number of credits achieved by the student in that time. For example a standard UK integrated master's degree of the sort offered by courses leading to Chartered Engineer status are preclude on the basis of duration of study. Similarly year-long Part 2 courses consistent with the standard 3 semester UK MSc model are also excluded. Joint courses are problematic due to uncertainties regarding how the "80% principally in architecture" requirement will be measured or assessed. Courses wishing to adopt various learning and earning structures also fail to meet time pre-requisites. Recent 2+2 undergraduate programmes seen in other disciplines where overseas students may study overseas for 2 years followed by 2 years in the UK fall foul of EU study location requirements, and are therefore also ineligible for prescription.</p>	<p>HE providers in the UK would be freed from the requirements which regulate the academic pathway allowing more flexible routes to emerge. Arbitrary eligibility requirements would be removed allowing many routes into the profession and encouraging many opportunities beyond it.</p>

