

## Chapter 4

### **The European Higher Education Area in Architecture and the Professional and Institutional Context**

*The changes that are scheduled in the light of the European convergence affect the relationship of Schools of Architecture with the profession and its legislative context. This relationship is undergoing dynamic reforms, which architectural education, however, follows passively. The more the cuts of governmental funds that support education the more the search for external funding, rarely with nothing in return. In this context, the autonomy of Higher Education Institutions -a unique characteristic of the constitution of academia for centuries- is subverted. On top, professional bodies aim to influence education and the respective curricula restructuring to meet the needs of the profession and the labor market with specialized employees. This often shifts programmes of studies from educational to training environments. The redefinition of such relationships constitutes an important issue for the future of architectural education in Europe and has to be confronted collectively. The Meeting suggests the discussion of this issue with the intention to structure the principles, which will ensure a fruitful collaboration with professional bodies on a national and European level, while it would protect schools' autonomy to organize and manage their curricula.*

## Introduction to the Session

Panel: **Lawrence Johnston**, Belfast, United Kingdom  
**Koenraad van Cleempoel**, Antwerp, Belgium  
Chair: **Juhani Katainen**, Tampere, Finland

## Discussion

Coordination by  
**Juhani Katainen**, Tampere, Finland

# Relationships between Architectural Education, Internship and Competence to Practice

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**1.1** This paper explores the relationship between the providers of academic architectural education, the institutions or bodies that represent the body of practitioner architects and the ability and licence to competently practice as an architect. The paper draws upon information gathered from EU member states during the research project undertaken jointly by Lawrence Johnston (Queen's University Belfast) Koenraad van Cleempoel (Henry Van de Veld Institute Antwerp) for the Architects Registration Board, the Competent Authority for the United Kingdom.

**1.2** It will be of interest to the organizations mentioned before and the professional bodies and member states aligning their provision for architectural education and professional training in the future.

## **2.0 Routes to Academic Qualifications**

The established patterns of architectural education leading to academic awards were recorded in the initial Council Directive 85/384/EEC and updated on a regular basis by the Secretariat in the Commission Office in Brussels.

These are listed under the name of the member state, the title of academic award "Title of Diploma" and the name of the body or institution awarding the Diploma.

Across the member states the scope and duration of architectural programmes are broadly comparable, and when academic providers align their provision of programmes to the Bologna agreement the model of three plus two will be the commonly agreed system throughout the EU member states.

What our research explored, known individually to each member state and its academic institutions, is the significant absence of an interim academic award, midway through their existing full five year provision.

That means more and more consideration to the award at the completion of the first cycle and allied to that award, what it means in terms of title and ability. Some member states and their competent authorities are concerned about the market value of students at this interim stage and what they can and more importantly cannot do with their services.

**2.1 Questions arise:** For students unaccustomed to this interrupted study will they want to continue after the primary cycle?

Will these students adapt quickly to taking a period of internship or professional training as is the accepted pattern in several member states (UK).

Will these primary cycle candidates adopt the title or description architect? The Hania agreement of September 2001, clearly stipulates that the academic award at the completion of the primary cycle will not give access to the profession of an architect.

Concerns expressed by some member states included these.

## **2.2 Rise in the Number of Short Courses**

There is concern about the increase in the start of three year degree courses that refer to regional co-ordination with no form of central planning and/or verification of distribution over national territory.

## **2.3 Increase in the Number of Courses - Not Mainstream**

There is concern at the increase in the number of three year degree courses with "extravagant" names; these were being set up by Universities without any actual involvement in terms of checks with professional associations and/or fabric of production, in order to increase the offer from each site, to improve the use of existing academic resources to increase the number of students. This was forming training paths for professional figures that do not have defined specific activities.

## **3.0 Academic Awards, Professional Institutions, Entry Through the Gateway that Permits the Architectural Candidate to Practice as an Architect**

### **3.1 Protection**

An expression or term emerges from the research study on the capacity and competence of persons engaged in the practice of the profession of architects. In those member states where the function and title architect is not "protected" there is complete freedom for any person to proffer and undertake the services of a professionally educated, trained and examined architect. This term or expression "protected" may well have been generated by a perception that within a member state where the title or profession is regulated that implicitly "protects" the body or the individual architect, the person who is properly qualified and competent.

### **3.2 Regulation**

Regulation means more than mere protection for the architect, it also enables protection for the consumer. For example in the UK, the Architects Registration Board, established under the UK 1997 Architects Acts, has a full remit to uphold and protect the interests of the consumer of architectural services, proffered by those architects recorded upon its Register.

### 3.3 Definition of "Title of Architect" and Competence to Practice in the Profession of Architects

The commonly expressed definition of 'Architect' as per the UIA Accord\* on Recommended International Standards of Professionalism in Architectural Practice (Barcelona 1996, Chandigarh 1997) is as follows:

*"The designation 'architect' is generally reserved by law or custom to a person who is always professionally qualified and generally registered/licensed/certified to practice architecture in the jurisdiction in which he or she practices and is responsible for the cultural expression of the society's habitat, in terms of space, form and historical context."*

That definition would be commonly adopted and few would attempt to disagree with it. The question that must be addressed is the point of "acceptability" into the architectural profession in each member state and what are the necessary criteria for eligibility for entry, and upon reflection of another session in this Conference, the mobility factor of architectural students.

### 4.0 Entry to the Professional Body/Authority

Is the entry gateway controlled by a state body?

Is the entry gateway controlled by a professional body?

Is the entry gateway controlled at all?

Is there a quality validation process on the academic qualifications?

Is there an additional "professional" qualification examination allied to professional experience as an evaluation of "competence to practice"?

This last question has been explored by this research study. The table\* displayed can be verified/confirmed by the delegates at this Conference by completing our short questionnaire which will be circulated at the close of this session. The information on the table has been gathered from requests to competent authorities for each EU member state. However, these procedures are changing in some states and the information displayed may be inconsistent with current events which each of you know about.

You will observe from our table that we asked two questions, firstly "is there an examination?", secondly "is there a requirement for professional training or internship?" We added the word compulsory as required by the body or authority giving entry or admittance to the architectural candidate.

On the receipt of the information we noted a clearer picture of the criteria requirements when the member state had in place some manner of "protected" status as referred to earlier in this text. We are pleased to receive more detailed information of what professional institutions/bodies require elsewhere and how these are also administered.

### 5.0 Professional Training/Internship/Practical Training

Returning to the requirement for Professional Training/Internship/Practical Training, two aspects arise from the feedback received.

### 5.1 Question One - Duration and Validity of Experience

We noted that the periods, within each state, varied quite significantly, from a few weeks, to months and years. Further aspects were raised on the qualitative and quantitative assessment of that experience and what happens if a candidate is deficient in some area of that experience? Does that unsuccessful candidate do more? in a different context? or in another member state?

Several member states have good working relationships with the employers and professional institutions and academic providers. Thus attempting to provide the candidates undertaking this training with as much "professional advice" as possible.

### 5.2 Question Two - Absence of Professional/Practical Training

For those member states who do not demand, nor require a defined period of professional training experience it might be helpful to look at the UIA Accord\* again, under the heading of "Fundamental Requirements of an Architect". The definition in that document is as follows:

*"The fundamental requirements for registration/licensing/certification as an architect are those skills and abilities that must be mastered through education, training experience and verified by examination, in order to be considered professionally qualified to practice architecture."*

The definition goes on to list the content of Article 3 of the August 1985 Directive of the European Community, Directive 85/384/EEC.

Upon completion of the required academic route the successful candidates are, under the UAI Policy of the Accord "required to complete at least two years of acceptable training prior to being examined for registration/licensing/certification."

Are those member states, who do not yet require this two year professional training period and examination for entry to the profession, going to put in place the necessary measures? If so, how are these to be implemented and expedited. We need to gather more information and seek to assist the states achieve an acceptable system . The research showed that there a number of states whose knowledge and systems could be shared with others.

### 5.3 Extracts from the UIA Accord

#### 5.3.1 Practical Experience/Training/Internship

**Definition:** *Practical experience/training/internship are directed and structured activities in the practice of architecture following receipt of a professional degree and prior to examination for registration/licensing/ certification.*

**Background:** *To complement academic preparation in order to protect the public, applicants for registration/licensing/certification must integrate their formal education through practical training.*

**Policy:** *That students of architecture be required to complete at least 2 years of acceptable training prior to being examined for registration/ licensing/certification (but with the objective of working towards 3 years).*

## 5.4 Practical Examination

**Definition:** *Every applicant for registration/licensing/certification as an architect is required to undertake an examination at the end of the period of training/practical experience/internship that demonstrates attainment of minimum professional competencies.*

**Background:** *The public is assured of an architect's competence only after he or she has acquired the requisite education and training/practical experience/internship, and demonstrated minimum competencies in the comprehensive practice of architecture by means of passing a written examination and interview.*

**Policy:** *That initial education and training (as set out above) should conclude with an examination in the comprehensive professional practice of architecture including such subjects as: management and business administration, relevant legal requirements, ethics and professionalism, etc.*

*The definition goes on to list the content of Article 3 of the August 1985 Directive of the European Community, Directive 85/384/EEC.*

Upon completion of the required academic route the successful candidates are, under the UIA Policy of the Accord "required to complete at least two years of acceptable training prior to being examined for registration/licensing/certification". Are those member states, their professional bodies and institutions, who do not yet require this two year period and examination going to implement the professional examination? We need to gather more information and seek to assist the states achieve an acceptable professional examination system. The research showed again, that there are a number of states whose knowledge and systems could be shared with others.

## 6.0 Proposals for Future Action

**6.1** Sharing and gathering of information on existing practical training systems and inter body agreements

**6.2** Sharing and gathering of information and content of "professional entry" examinations for registration/licensing/certification to practice as an architect.

**6.3** Compilation of model guidelines for candidates and practitioner employers on what is required during practical training experience, for use and deployment by all states.

**6.4** Draft outline syllabus for the content of assessment in the "professional examination" for benefit of candidates, practitioners, professional bodies and competent authorities.

## 7.0 Objectives for Future Action

In accordance with previously published documents seek to achieve the highest possible standards in academic education and professional practical training experience and professional examination, for the benefit of architects and the consumers of their professional services.

**References and Acknowledgements**

\*Union Internationale des Architectes o International Union of Architects

Accord on Recommended International Standards of Professionalism in Architectural Practice

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## Discussion

Coordination by  
Juhani KATAINEN,  
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### **Juhani Katainen**, Tampere, Finland

I take a few sentences from the program first and then a few comments and then we can enter the actual discussion. There has been a written text in the program saying that there is an affectionate relationship between education and and the profession between those matters and what we have heard yesterday and today there has been some reference to the profession but not so much. We have been looking at it from the educational point of view but we are not alone in this world. We are working for the purpose to provide good profession so, that is the part of the world we have sincerely taken into consideration and then there is a reference to the dynamic changes in this world. The UIA conference this year in May had this kind of lead, there was a key-note speaker Tom Peter, who spoke about changes, and had four items which he called "world changes". He referred to a construction world and discussed the kinds of changes that were visible in United States and around world changes. He spoke about the white color revolution and antiquity. He said that "tall buildings will vanish" and you may think whether this is true or not but this is a very interesting claim. He went to great lengths on this work changes subject.

Then he went on to the firm changes and he spoke about global services although we are dealing here with the European context. We have to remember and we do I think, that actually our work has a global dimension too. I wrote down a small sentence 'eat or to be eaten' and that would also be a good reminder. For us educators, we have to work properly and I don't know whether it is right to say that students are our clients and that schools have to fight for their living or for their existence. Coming from a small country, Northern Finland we have three schools and it is not long ago a decision has been taken to put one school away and that happens to be my school. We fought against that and we could have all the three schools surviving at least up today. I don't know what has happened since I left Tampere. I'll go back on Monday to find out. I haven't had news yet.

The last part of this talk was clients' changes and he took a very interesting subject for us Europeans and for us Northern countries; he took up a human, like our clients, maybe is a fact in the United States but this has not been yet realized. I think Europe is more advanced in this business I hope. So, that was the Tom Peter's changes and we are coming now to this discussion.

### **Lawrence Johnston**, Belfast, United Kingdom

We can go though member states very briefly. As I said there will be a questionnaire for

you to complete and give us updated information. In France, we understand there is no examination for entry. In some Institutions there are six months of internship built in the academic course. I understand that in Germany there is no examination but there is a period of practical training and this is compulsory. In Greece, forgive me but I think it is true there is an examination for entry to the profession and practical training is not compulsory but in order to take the examination I would guess you need a big experience. So, it's not a professional exam it's on the design project.

**Juhani Katainen**, Tampere, Finland

Well about that, we changed our system two years ago and by that we changed the entry or offer of architect's services and it became clearer. Earlier it was free to anybody and in the association of architects or other bodies of the building industry they made a deal to found a register for architects as well as architects who are registered as planners. Architects also do urban planning in Finland. So, in this registers there are requirements; an architect has to have firstly documents that they have finished their studies according to the European Architects' Directive and secondly they have to have a two year experience. They also have to show the kind of experience they have and the time they spent on it; once they pass the board they go through all the applications. Today we have a bit less than 800 registered architects and they all study, individually. Their documents have been reviewed.

**Maria Voyatzaki**, Thessaloniki, Greece

I just wanted to add that there is an examination, which it is held by the Technical Chamber of Greece. The jury constitutes of members of the Technical Chamber but they actually examine the final design thesis project that was undertaken at the end of the five-year course at university.

**Lawrence Johnston**, Belfast, United Kingdom

I know that there is someone here from Iceland. There is an examination for entry to your profession and there is a period of practical training and experience. I turn to Alan Bridges, Loughlin Kealy and James Horan who may provide further information on this. Ireland is not a regulated architectural profession per se by statute but it is at the moment putting legislation through the Royal Institute of Architects of Ireland, which will in fact probably mirror much of the Architecture Registration Board but controlled by the profession. It is interesting that at the moment practical training is not compulsory but it is usual to take the professional examination.

**Loughlin Kealy**, Dublin, Ireland

Just to say that practical training is compulsory for the examination, you can't take it without a minimum of two years, preferably three.

**Lawrence Johnston**, Belfast, United Kingdom

In other words, what we are saying is to sit the hour examination. It is implicated that you have periods of practical training experience. And that is part of the component for entry to the profession. I apologize to my colleagues from Italy but we are getting this information from a competent authority so, it is out of date or incorrect now. This is the time to fill the questionnaire. We understand that there is an examination for entry to the profession but we are not clear if it was needed to enter the register and I hear that there are several statutory that it is going through at the moment.

**Guido Morbely**, Torino, Italy

As I wrote in my small page yesterday, training period of one year either of the three years after the Laureat and also after the Laureat specialty after the five years is necessary. So, always one year training after both of the three years and after the five-year period. Just for entry for the state examination then there is a state examination. Have I been clear?

**Lawrence Johnston**, Belfast, United Kingdom

In Luxemburg, I understand there is no examination but it is compulsory to have a period of practical training experience. In Norway, we understand that there is no examination but there is a period of practical training experience. In Portugal the answer is 'yes', to both questions. In Spain, again the situation may be incomplete because we had some difficulties getting all the information through. We understand there is no examination and there is no stipulated compulsory period of practical training. In Sweden, there is no examination but there is a period of practical training experience. In the Netherlands, there is no professional entry examination but we understand that for admission to the BNA, the Architects' Board in the Netherlands, it is a requirement and it can be included with the Academy courses. I don't know if my colleagues are here today.

**Carlos Weeber**, Delft, The Netherlands

It has been recently changed so, there is no requirement anymore to become member of the BNA. You can become member of the BNA just finishing your academic education and there is no practical training included in the recent program of the academic courses anymore.

**Lawrence Johnston**, Belfast, United Kingdom

Richard Foque has reminded me that Belgium is very similar to Luxemburg. So, we can complete the table. Returning to the question of professional training or internship or practical training, there were two aspects we got. We noted that the periods required of the state vary quite significantly from a few weeks, to months and in some states to years. Further aspects raised on the quality and quantitative assessment of that experience and what happens if a candidate is deficient in some area of that experience. Does that candidate, who is unsuccessful, need more? Do they do it in a different context or do they move as in some cases to another member state? Several member states have good working relationships with employers and the professional institutions and academic providers. I was thinking particularly of the Academies in that case where the professional

requirement is part of the academic provision and so, they are generating as much professional advice as possible to the candidates.

Perhaps a question that is hard to answer or to resolve here is for those member states that did not demand, nor require a defined period of professional training. It might be helpful to look again at that heading underneath the fundamental requirements of the architects. I'm reading here again from the UIA document "the fundamental requirements for registration, license or certification for an architect are those skills and ability that must be mastered through education, training experience and verified by examination in order to be considered professionally qualified to practise". And that definition goes on to embrace all of the matters that are listed in the 1985 Directive. Upon completion of the required academic route, according to the accord, successful candidates are required to complete at least two years of acceptable training prior to be examined for registration on certification. So, the question arises "are those member states who did not require this period of practical training going to put it in place?". If so, how they are going to be assisted to do it? How is it going to be implemented?

We need to gather much more information in order to help those states if they decide to adopt that route. So, there is a considerable opportunity for not only ENHSA, for Hania, for the EAAE to share information and make sure that it comes forward to assist everybody. I just return to the UIA accord again. The extracts from that document are in italics, "*you see that the definition is practical experience or training as directed and structured activities in the practice of architecture following the receipt of professional degree and prior to the examination for entry*". The background is too complicated or complements the academic preparation in order to protect the public. Here are consumers and protection coming through. "*Applicants for registration must integrate their formal education through practical training*" and the policy there is, as I said before, the period of at least two years. In the bottom of this professional examination is defined that "as an architect you are required to undertake an examination at the end of the period that demonstrates the attainment of minimum professional competences".

It's quite clear, it is there in the accord and the background to that is that in turn the public is ensured of an architect's competence only to have acquired that education and practical training and demonstrate those minimum competences and is assessed by a written examination and an interview. I would assume it is a professional interview. That policy should include comprehensive of professional practice examining sub-subjects as management, business administration, legal requirements, ethics and professionalism and it goes on again to list what is in the EC directive. I'm waiting to forward your proposals. We are all going to go away from here with some ideas, some thoughts for the future. I thought for the rest of our discussion we should perhaps think about those aspects we could share. The sharing and gathering of information is important. As I said a questionnaire may be inaccurate. We heard from several people today, it's already out of date but we need to gather information on existing practical training systems and inter-body agreements. By that I mean those countries, those states which have a quite close relationship between the academic providers, the professional bodies. We also need to gather and to share the information on professional entry examinations. We all have something in place and then these days perhaps we all do it differently. Perhaps we don't need to have a common one but at least we should be sharing it. A concern I have, because I'm also a practitioner architect and I see a lot of students coming from other colleges both across the member states and within U.K., that we need some more guidelines

for those candidates.

The RIBA have its own, what is known as practical training record or log book by the students, and it has some good advice. But I think it's very important for the employers who are receiving these students to try and give them as broader picture of what they need to satisfy the examination requirements. In my experience and I examined I decided that in my own school it is very difficult for an employer to suddenly have just the right job, the right spectrum of practices, commissions or projects, the right level of responsibility to allow student to have the full range of experience in a year or three years, it is very difficult. So, the employers need some guidelines; a contentious one but one which is probably long out of date. If you considered that the UIA accord has been in operation for nearly three years is that we need some form of guideline syllabus for the assessment of the professional examination. I say that because those of you who are familiar with our regulated body will be aware that architects can be involved in litigation they can be sued, they can be found guilty of professional negligence, they can be struck off the register and indeed it all comes back to the professional competence of the authority at that time.

It's interesting that over the period that Conrad and I were developing this, we had some worldwide national frights, scares which some of them originated from the U.K. The medical profession has been extremely worried about these disciplines and procedures you've all read and seen in the press, terrific stories of doctors and ironically those medical boards the BMA, the British Medical Association and there are other authorities turning to ARB which is perhaps the most regulated body of the in the U.K. and tell us how you do it because we have to put our house in order.

I'll finish on a high note. I think we should define our objectives for future action, we should say that to achieve the highest possible standards both in our academic provision, practical training experience and in our profession examination and that should be for the benefit of the architects and the consumers of our professional services to say there is no such thing as a free lunch you all have to do a little bit of work for us. This is a one-sheet questionnaire. We will hand it out to you shortly and what we are asking you to do is; to tell us who you are, what state or country you represent and the organization title you hold and then under practical training or internship do you require it, 'yes' or 'no' to update our table and if so, how long should it be weeks, months or years and then perhaps more importantly across here is it assessed? Is it monitored and is that assessment well if they have done in two years it doesn't matter whether it was good or bad it's two years. I don't disagree with it. Is it qualitative, is it quantitative and then when it comes to the examination is there once again yes or no. If there is one how is it assessed is it written, is it electronic, is it a record of experience as Maria Voyatzaki was saying. Does it have to do with the design competence and interview, are there question papers on professional practice and is there going to be some form of professional interview? Who holds that and in some states it is a combination of the profession and the Institution. So, I open that to the floor and perhaps Juhani we can take some questions.

**Juhani Katainen**, Tampere, Finland

There are many issues here and maybe we can deal with them. We have now about one hour's time. There was a presentation of the other notes about different countries. I

understood that Herman was looking at his own notes and it is possible that when doing these questionnaires, the person who gives the answer affects this research. Things have to be then corrected and that is a procedure. Anyhow, this is a part of the study and I think the authors wish to continue this activity. If I understood right they cannot only speak for themselves, the financial part is now finishing for the study on that level.

If this conference would like to go on with these matters, it could be worthwhile thinking that if we are getting some backing from the EU, this kind of activities could be done by the same offers. I don't know but it's just an open-ended question that could be answered here today. This research, I understand, is a study for the future and it has been derived from the fact that what we are shown with this sheet from three different cases is that there are countries with one system and countries with another system. If students are going to use the mobility for the future, they come to some country and ask for registration. So, now the ARB has taken this challenge finding out what to do about it. I heard that they are dealing today with around 700 cases per year with architects coming abroad to the U.K. wanting to be registered so, they must have some practice on that. Other countries' registration board are also facing the same problems. It is very good, therefore, if this body -the educationalists- could provide information and maybe take those on board in their own activities and then assure our registered keepers and practitioners later that we are dealing with proper "products". So, there is a question of the path of learning like we have been talking about yesterday and today and even tomorrow. There will be different paths of learning to become an architect in the future. I think the situation was easier when we knew how our students were educated in each country and each country was providing this registration matters. In the future we will look certainly different.

Then there was an interesting work for me. The work award and Lawrence used it after three years studies and students are getting awards of this particular degree that is one new way of thinking about this matter; that the students are awarded for the studies in between being architects. It's interesting to lead one study that award matters sometimes and I think in this case and in this talk and interpretation the problem has been set to the registration but it is only a formal act. We are talking about how we are entering after our education to the profession. I have to remind you that we have this professional organization of member state organizations ACE Architects Council of Europe, which is also very interested in this specific question. It is on their strategy papers and I would be very happy to convey to my board at next week's meeting that the EAAE is a right form to work on those matters on that level but that really means that some work has to be done not only words but work and there was an interesting issue about UIA accord. UIA has produced in a very short time actually in its existence very many good accords worthwhile mentioning and worthwhile reading you probably have them all but if you have not, please try to get hold of these accords. There is one accord on the education of the architect. There is an accord on the validation of the architect and there is an accord on the professionalism of the architect. They all contain very interesting and very well-thought out themes inside whether you accepted or not they have been accepted in the UIA contents to be followed as advice. The UIA as you know is a voluntary organization, it can't construct any laws but I think has a long-standing effect actually when thinking backwards, when today we speak about the European Directive, we refer to that UIA accord which is saying this and that about architects' education.

What actually really happens, I was present in that meeting the European Architects' Directive which was introduced to the UIA Accord and then it comes back to us; we are

using it when we are defending the Directive what you probably know it's under big threat today. So, there is in Lawrence's and Coenraad's papers a list of actions and I hope that maybe not today but these actions and proposals for actions should be taken seriously put forward maybe in the EAAE Newsheet and then further on to be answered in a proper way. There are very interesting views. This is also containing the view that the registration is necessary everywhere, which is not the case today but may be. So, I'm personally involved in ACE circles, negotiations between ACUE and UIA incorporation in order to create a possibility for their architects to come to Europe, to work in Europe and our architects to go to the United States. This is the part of the written documents we have to be registered and we have to prove what we are. So, when we are talking today about helping our architects, which finalize their studies here in Europe to go abroad around the world. So, this is a very good point also to remember not only in a European context. There is this interesting question whether we have to create the acceptable professional examination system as we saw from the list some countries have them, some countries don't and this is also part of the business maybe we can see their different ways maybe there is not only one good answer, maybe we have more. So, the floor is yours and there was a colleague from Ankara, you wanted to say something?

**Marina Roosebeek**, Amsterdam, The Netherlands

We have in our school a special system. We have a Masters course and our students work and study. So, they work part-time and study...they follow courses for four years and in that case I have to say that they study to be an architect and they don't study just architecture. So, at the moment in the Netherlands you can register without practice doing the two-year practice although there is a discussion if it is necessary to do it; to have every architect doing the two-years of practice but for the students of our School it is different. That is because they do four years of this and in the Masters course, the two-years of practice are included already. For us it is really important because it is not only an internship but doing this is already part of starting a carrier, you know. So, in our vision it is really the way for an architect to study, but I don't know if in other countries they have this system. The only school I know is in Boston, in the United States. There is a School there with the same system but in the Netherlands we have five schools like this and for us it's really very good.

**Juhani Katainen**, Tampere, Finland

I think we have two matters here: the existing system about which we have talked a lot, but then we have the coming world with the mixtures, which we can see. I think the latter is really on question and we start wondering what should be done. Naturally we can speak about both situations and maybe even argue which is better.

**Alan Bridges**, Glasgow, United Kingdom

It's a comment on two of Lawrence's proposals for future actions. The second one, the sharing and gathering of information and content of professional entry examinations and the third one, the compilation of model guidelines for candidates and practitioners-employers. In Scotland there are six Schools of Architecture and together we form the Association of Scottish Schools of Architecture known as ASSA. ASSA together with the

Royal Incorporation of Architects in Scotland have all collaborated to form one examination for professional entry examination, which is applied throughout all of these schools in Scotland and is administered by the Royal Incorporation of Architects and in association with that we do have model guidelines for candidates and practitioners or employers. So, if people were not aware of this I'm quite happy to send a copy of their documents to Lawrence or to you as a possible way of approaching it. One other question occurs in my mind. Having distributed to your survey questionnaire to everybody what you are going to do if you get responses from people from one country, which differ in the way they interpret it.

**Lawrence Johnston**, Belfast, United Kingdom

All we do is scratching our heads to get the initial information. I hope everybody in the room will complete the questionnaire, not just the sixteen member states listed in the directive. We would like to have a full picture. I think, Juhani Katainen, we want to come forward to the ARB with some deep understanding of what is happening and, as you quite rightly said, it has to be updated maybe every six months at least. When, for example, I am concerned about a student, who has traveled across Europe, and has picked up academic awards, has worked in practice and then maybe seven, eight, nine years down the line presents himself to a member state and asks for recognition I want to know what to say. If I say 'no' that would be unfair to the student in many ways and we should be anticipating that move, we should anticipate the needs and we should be able to advice those candidates on what they need to pick up as they go.

**Juhani Katainen**, Tampere, Finland

There is a question which is what difference it makes when we have entry examination and we are not taking everybody into the schools. If we then have free entry after three years and we look at that system, what do these differences mean? This is one part of a whole question and I think at a very big scale it's essential that we discuss these matters in each country with our professional bodies of architects. How do they feel today about these questions? Information about these systems should be condensed, in a way, and easy to access and read. Then we should have also, let's say, officer launchers maybe for this study of our associations. It could be done by using ACE. If ACE sends brief information to each member association about the matter and some simple questions to be answered, we could gather these answers as this is important to practitioners. It's essential I think and it should be studied from the side of the schools and the side of the practice.

**Lawrence Johnston**, Belfast, United Kingdom

Well, I think that's the way forward. Through this network we can gather this information and distribute it to all.

**Herman Neuckermans**, Leuven, Belgium

I just wanted to comment and to remind you that in the Newssheet number 61 and the one before number 60, we have published the state of the art. Now, that was a year ago

I think about all the European Institutional contexts and what is the situation in relationship to the access to the profession for more countries than they are listed here, already and that we did by double check that means that it's not just an answer from somebody but also checked afterwards. That's it.

**Juhani Katainen**, Tampere, Finland

It is a fact that we would have a chance, if Lawrence and Conrad would go on with this study and these issues would be examined further.

**Van Cleempoel Koenraad**, Antwerp, Belgium

As a reaction to Herman Neuckermans. We viewed the survey and in fact it's listed in the bibliography of the consultants' sources in the final report. There is also a survey done by the Collegi di Architecti in Barcelona. That also was sourced and another is also published on the Internet by the Italian National Order. There are a lot of main sources.

**Juhani Katainen**, Tampere, Finland

Maybe we have to apologize. The fact that this study is confidential does not allow us to access it fully. So the information is not complete. Maybe when they are allowed, this research will be open and published.

**Per Olaf Fjeld**, Oslo, Norway

I think the most important thing we can do in this sense is not to kill young architects and their ambitions.

**Juhani Katainen**, Tampere, Finland

That is very true, but I think that here we discuss matters in a more, let's say, bureaucratic way, but what we mean I hope is to create a very good climate in our Schools in order to be certain that our students get in the profession the way they hope and wish. Here we deal with comments and points but that is just preparation for the good work, I hope.

**Marvin Malecha**, Raleigh, North Carolina, USA

Just one caution regarding all these from the American perspective. There is a lot of discussion about model curriculum and all of these sorts of things embedded in the National Council of Architecture Registration Board in the United States is a model curriculum, which every once in a while raises its head that the schools have to deal with. So, I guess what I would urge you as you think about these commonalities and crossing borders is to not allow yourselves to be backed in to a model curriculum by another association.

**Juhani Katainen**, Tampere, Finland

So, you are warning us not to take them on board or to ignore them?

**Marvin Malecha**, Raleigh, North Carolina, USA

I'm warning you to not allow somebody else to tell you what to do from the perspective of Registration. In United States whenever we hear the words well health, safety welfare we get very nervous because that generally is the clock for one organization to tell the schools what to do.

**Juhani Katainen**, Tampere, Finland

You are absolutely right but maybe we first gather information and then decision-making is not happening. Here we are just providing maybe information and maybe good advice but you are very right and schools are independent. I'm very happy to speak about Europe; that actually each country in our basic contract between each other in the EU context each country is free to do their education. Directives give some hints on what direction you should go in but they are not telling us how the country is running their educational and I feel this is a very great freedom. We shouldn't lose that freedom. We can talk and I think we should talk about the goals and exchange experiences and that's it.

**Lawrence Johnston**, Belfast, United Kingdom

After a discussion with Juhani yesterday and working with Coenraad this morning we came up with some further points for consideration and discussion and I'm listening very carefully to Marvin because the same problem exists in United Kingdom. Juhani Katainen and others feel that a relationship between the academic provider and the Institution can be quite loose, can be unstructured, yet in some member states we know that it is very structured. I think the freedom to develop and implement a non-professional program is held in very high regard. It should be so because we are providers and our freedom is hard in many institutions but equally I think access to professional bodies is also an important value.

We heard from colleagues that students want to qualify in order to be marketable. They want to make money beyond the fact that they have spent seven or eight year qualifying or doing academic work. But that puts serious pressures on all of us; the academic providers, the professional bodies and the competent authorities. Those of you who read the press about the United Kingdom will know that our RIBA and the ARB have waded their differences publicly because ARB is a transparent body and occasionally, challenges and disagrees strongly with the professional body, which leaves the school wondering. They are meant then to cope with it but one question is the absence of a contractual agreement between the academic provider and the professional authority. Effectively, it means that these providers are working at risk. We are putting a lot of input into something but we know that the financial game comes back to our students. So, somebody is working a risk. There is a contradiction, and this is the point made by Marvin Malecha and others. If the professional body wants the schools to do more, more project management, more business management perhaps more contractual issues and we don't start to fight the students, then how will they cope with that? These pressed students, these pressed resources and staff. When a professional body wants to change direction or put the emphasis on certain subjects that means very big budgets. Alan Bridges, other colleagues in U.K. and I know about it. They want the students to come with their competences and

that can only be done by mutual agreements. There is another danger and that is when the academic provider wants to innovate, wants to take a risk, wants to do something different. Then there is a contradiction that the professional authority will not sanction it. So, who jumps first the school or the profession? Students can be caught in the middle. A real difficulty for a state where the courses are validated or accredited; it's actually happening to our knowledge within the British Isles and that is where the competent authority simply wipes away its validation overnight, after a visit, and leaves the students caught in a very difficult situation. They have a degree, they have an academic award but it's not recognized. There are some five schools within the British Isles who have lost their recognition and those students are hung literally in the vacuum because they have a degree but they can't go into the profession. So, they have to go through another handle. But the last one I leave you with. One of the very severe public and transparent criticism of professions is that when a profession is criticized it comes back to the authorities and bodies with public weighing behind it. We've seen it with the guidance, we've seen it with medics and you can't run away from that in modern society.

**Juhani Katainen**, Tampere, Finland

I think what we really would like to have is the reflecting position between academics and practitioners. Maybe in a small country, like in Northern Europe, we have I feel very easy connection with our architects' association, the practitioners, the students and the educators. Maybe the countries which are legally bound to do many things in these matters are in a more difficult position. From my point of view we react and reflect matters and even are ahead of our practice for example. This media technology is accepted very rapidly in Finland and in my school we started to teach our students how to use these computers and they got jobs because they went to the offices and could work with these tools while in the offices the old architects couldn't do that. So, they teach the older practitioners actually in this case. A year ago when the change of our legislation architects' position was happening in the building construction process -architects today are expected to take more a leading role in our world than it used to be- we started with courses calling them "the architects having this role". These courses are also actually suggested by the profession. We run two kinds of the same lectures but they are for the profession and the students. I think this kind of reflecting role of schools and a practice should exist and should be, let's say, allowed before the matters go too far.

**Carlos Weeber**, Delft, The Netherlands

I want to respond to a comment. According to our law, our education in Delft is not a professional education; it's only an academic education. So, we have no responsibility for the profession at all. We are free to do what we like and in general, we consider this position very profitable because we feel that the profession is in many cases some steps behind our development. You know, I think in countries where the profession manages to do education like in England, the education is a little bit retarded in many ways. So, that's the difference with the Academy in Amsterdam, which is a professional training. We are not, we are only academic architectural education and we don't like the idea to have any direct contact with the professional institutions.

**Juhani Katainen**, Tampere, Finland

Well, this is a very interesting point on something similar to what I was reflecting about this matter. I think this is a very nice policy to have schools free to think forward because that is our job, what we have to do. We are not looking backwards. We have to look also forwards but then our task is also to produce existing skills that you have to be able to have in this world at this moment. We have to look very far. That is the way and then comes the question whether this creates too big a distraction between schools and the profession. I don't know how this is happening but you were telling us yesterday, if I remember right that your young architects are given directly jobs without any formal practice and they do fine. That was a program in the 90s that created a new fame for architects in the Netherlands. I think that has stopped, now. Am I wrong? It is still going on, ok. I read somewhere that financing is going down. So, this is a very interesting question; actually what should be studied more closely and how schools could lead the profession? But if we are so hostile, we can say to the practitioners that we do not care on what you are doing. We shouldn't do that because we need this influence but I agree at least in this case. I don't know. Lawrence may have a different opinion that the system of freedom in your country is better than maybe in England. I don't know but Lawrence can say that we can have a battle.

**Carlos Weeber**, Delft, The Netherlands

Most of our teachers of course are architects and practitioners there is a connection, I have this experience personally and there is always a conflict.

**Juhani Katainen**, Tampere, Finland

Yes, that is true. I think if there is no country in Europe having schools with a purely academic content and no practice. I feel that it is a richness of our vocation that we do both and deal with both. At least in Finland today we are the only profession getting the professorship life-long or in five years without being a PhD, without having done a thesis. Other professions have to have Doctorate in order to be educators on a professional level and that has been clarified. That is because they are very good architects and their architectural work is proof of their capacity.

**Per Olaf Fjeld**, Oslo, Norway

I think this is very much a critical point and it's a point in which each country within their schools really has to solve because the so-called professional is not a homogeneous body at all. There are many different types of professionals so, in that case we certainly have the full right to criticize the profession though we have a dialogue with the profession but the profession itself it's not our goal at all.

**Marvin Malecha**, Raleigh, North Carolina, USA

For the last three years I've been doing personal research on what's going on in design offices, just architectural offices and in the process I visited probably 250 design offices ranging from industrial designers to architects. I've written a book which is coming out,

but the point that I'd like to make is that we have to be very careful when we say at schools we are out in front of the profession. In some ways we are and in some ways we are a way behind what's happening in the profession because the profession is turning into a very agile figuring group, which is very project based. Associations are forming and reforming, offices are moving back and forth across oceans, skills are changing, the notion of management in offices and how management in contracts are effecting design practice is changing dramatically and it's changing so quickly, it's a way out in front of what we can reflect in the schools and in some ways that's ok.

On the other hand, we are really sort of the last place, where the traditional and cultural values of the profession of architecture are transmitted to the students. The offices now very rarely spend time talking about the way it used to be or how we do things because the moment an office starts to talk about 'we've always done this way' that office is probably in decline and so, in that sense we don't only act as the conscience of the profession; the profession acts as the conscience of the architecture schools and we exchange roles very freely. So, all I would say is in my sense of experiencing what's going on in the offices and experiencing what's going on in the schools, we change roles over who is the innovator and who is out in front of the other. That's the spirit of what we have to talk about. We have to be very careful to think that we are always out in front of the profession. Many times we are a way behind of what's going on there.

**Stephane Hanrot**, Marseille, France

In France, as you said, the license to be a professional is given with the diploma. That poses some questions in the content of studies regarding to the education about regulations, to the weight the regulation courses should have in the curriculum of Schools of Architecture. There is something that has been developed by the Board, which is a kind of permanent lectures on different subjects that concern the very professional activity where the young architects or others who are interested can go and pay for two-day courses on the new regulations for public contracts and so on. So, I think it's interesting also to speak about education, not only within the period of studies, but also about the way that schools of architecture participates in the self-education of the architects. It's also very important and it is mentioned as important not only in the Bologna Declaration but in further conventions related to the education in the European system. So, the question is how to participate in the education of architects who will be professionals.

**Juhani Katainen**, Tampere, Finland

We should not forget this cvd that programs for life-long learning and also that is a question what schools should remember, I think you do, but this is also an interesting question how we are working with practitioners further on, because in many countries that is the claim that you have to have those cvd hours per year, a certain amount to keep yourself in register.

**Guido Morbely**, Torino, Italy

It might be of some interest to this assembly to know something about some aspects of the professional architect. I mentioned yesterday the case of Italy to a group of you, but

I've been asked to say it again, because not all the people know it and might be helpful for better understanding. So, we went to a certain warm enthusiasm to this three-plus-two system in many schools of Italy because we had this problem of terrible length of time that students stayed at University, for seven, eight years in average. This was because there were many, let's say, weak vocations for architects, this was quite a problem. The funny story was that for a long time there were as many students of architecture in Italy as in all the rest of Europe. This is slowly going down but there is also a tremendous amount of architects in Italy.

One of the reasons why I said that the older architects were reformed last year forming a new kind of profession was that we are only in the second year of the tree. It will be possible to get out and after one year of training become a junior architect. This was mainly the long standing fight against a category which was the other exaggerated extension of a technique called geometry. Geometry, as the Greek origin of the word says is the measure originally; measurements of the ground. So geometers were both for measuring the fields and also for doing a cadastre etc. Slowly the geometry come out at the end of the secondary school so, one becomes geometer when he is 19 or 20 years old. So, the same is for the people getting into university and starts in architecture to get out of the secondary school from the various high schools that are in Italy. They don't get into a professional order, it is an institution. It is a sort of small order but they are very far from all. Geometry more and more had a possibility of doing things; especially active small buildings which help for the generating larger buildings. I don't say that many of them are not good but they have no culture. You can feel only a very technical type of culture. They copy a lot of handbooks and magazines something and they can do things to get them a lot of clients. We have many architects in Italy but geometers are far more and so, in this way by this necessary loss of culture, or let's say ignorant people. We have beautiful towns, especially in the outskirts, but small towns and the countryside has been absolutely compromised by large number of small buildings made by geometers.

You'll say what does this have to do with the possibility of entering the profession after three years? Because having embraced the three-plus-two system what could we say to the people getting out in the three years? You can do nothing because you are unprofessional? They would say then but why should I leave at three years if I can do nothing. I'll do two more years maybe an eight, a nine, a ten year-study and they know they will graduate so, we would be back to the system that was there before. So, whether we say 'well, why to do nothing', it's much better to become a geometer and so, we turn our back.

Officially, as far as I know the profession of geometry has been abolished but the geometers were not abolished we could not kill them so, they are still there and they are very powerful and they "kill sometimes others". So, this is to say that one has to be careful about the kind of professional activities that the architect can do and determine the attempt. There is a natural market made by this from the bottom. On the other side there is a competition of the engineers because civil engineers have also a good reputation in Italy. Architects are sometimes thought to be a bit funny. People think only that they are a bit leftish, they are worried about everything etc. Engineers are very strong, very determined and so they know what to do. They are able to make a building structurally sound and so, why to go to an architect, who is the man to make things we have to design, they go to an engineer.

So, with this system, as you can understand, maybe the country is happy that has not that problem. But this frame has very much determined the choices of the parliament and the universities. Furthermore, the Italian professions depend on the Minister of Justice not by universities. So, they are two separate ministers and this also may complicate the things a bit. I don't know if I have been exhaustive if you have questions. I can give you some other answers. Thank you.

**Juhani Katainen**, Tampere, Finland

Thank you for the information. It looks to me that we have plenty to do. What ACE is doing today is this problem you mentioned. The Architects Directive has much to do with that and then the schools have to compete. We have to, let's say, assure our students that they can make do these things better and if we can't assure them we are losing ground as you told us.

**Herman Neuckermans**, Leuven, Belgium

What I was going to say as a reaction to your presentation and especially the last list of topics which were more or less problematic is that, I think, architecture as a discipline can only become full grown and flourish in the tension between the partners and these partners amongst others are the practitioners and the educational people. So, I think that there is of course, a complex relationship between both. It has been shown here. Carlos Weber was in fact objecting against too much impact of the practice and he is a real practitioner, Juhani Katainen the same. So, this point is complex but there is a difference between relationship and some kind of dependence or obligation. I think in some of your statements I read some dependence, which is too far from me. I would go for conversation, communication but independence and it is in this independence that new ideas can get across and sometimes they come from practice. When practice is ahead sometimes it comes from education. When education is ahead because it is backed by research then normally it should generate things that for the future have to be introduced in pedagogy and education and then later on to come to practice.

**Juhani Katainen**, Tampere, Finland

That is the same thing that Marvin mentioned. Independence is important I think that's why we are here.

**Loughlin Kealy**, Dublin, Ireland

A number of people from our own discussions around here when we do find ourselves trying to generalize across very very different experiences and orientations but sometimes I think back that if we went back maybe a couple of dozen years and looked at people who were educated traditionally as architects and perhaps in the narrowest sense, they found themselves doing very diverse jobs throughout their life times. They did not find that it was actually a hugely inhibiting circumstance and also other people found themselves practising the discipline of architecture through building buildings. So, I ask myself why this is. And I think it is because of the nature of architectural education and what it is we are trying to do, where there is dependence on the project by a particular

intellectual orientation that we are trying to develop. I have no particular problem with close relationships with my professional Institution. I'm not led by them. The education as delivered in the school is not led by a professional institution.

I'll give an anecdote from the very recent past; we have just had our five year accreditation from the Irish Institute. It happens as I say, every five years that a formal visit is very awkward. It's very difficult and time consuming and so on. But as a result of the time we spend speaking with the profession's representations we have come to the conclusion and they came to the conclusion that they need to understand much better the ambitions of the school of architecture so that we could create a better two-way street so that there was actually better communication, it was a more fruitful exchange of ideas.

I think that the profession is intelligent enough to know that having to cope with day-to-day stuff is not always the only thing they have to do though I do take very much on what my transatlantic colleague has to say about it. They know that universities and the schools provide an opportunity for reflection, a very precious time that is bought and the expense mainly of the taxes very very often but there has a value to the profession and to the society that can't be reduced, it can't be treated in a reductive way, a simple part of a machine like process that begins when you enter a school of architecture and ends in your practising as a professional. I think there is that intelligence there and I think that it's part of the school of architecture's role to pastor that kind of intelligence. So, I would see that as not a passive acceptance of ordinances or anything else but something, which is a dynamic relationship, which schools of architecture have to pastor and work on themselves.

**Juhani Katainen**, Tampere, Finland

Thank you. It's really true when I say to my students that these are the last chances for you to be creative because when you go to the offices you have to look at what the others are doing and so they are taking that chance and that's what you are referring to. Leading the schools has a possibility for freedom of thinking and Delft is an example and Netherlands's example is in this case very prominent because of the publications as well of the results. Not seeing any hands raised, I feel that we had a very interesting hour or two and I thank Lawrence Johnston and Coenraad Van Cleempoel for their introduction which gave us the possibility to think about these matters to conclude and say that there are so many issues that we have to address. It is not easy to come to any direct conclusion but I think one word could be said and this is what Herman Neuckermans said in the end; that we want to be independent and, in the right way, we should be independent in a creative way. We have to look at the society and the society to look at us but we have to keep in mind that we are presenting the creative minds and we have a fantastic potential with our students. Thank you.