

## Chapter 5

# Quality Assurance and Academic Assessment of Educational Programmes in Architecture in the European Higher Education Space

*In the last Meeting of Heads, the EAAE committed itself to the participants to undertake initiatives in the direction of the development of a quality assurance and assessment system tailored to the needs of architectural education and respecting its diversity. It became clear that this system would refer to the 'academic' assessment of the educational programmes by means of a peer review and not to the 'professional/governmental' assessment of the diploma leading to the accreditation and the validation by the professional/governmental bodies of the member states. The problem of academic evaluation, and the effective assurance of the quality of architecture school curricula, is a thorny subject in many ways. The perspective for the creation of a European system of evaluation is a challenge despite the obvious difficulties it entails. Along these lines, a first step is to record and discuss the various methods employed by schools of architecture and assess their efficiency given the particularities of architectural education and its divergence in the structure and organization of studies in different schools of architecture in Europe. ENHSA has already scheduled the construction of a record of the various quality assurance systems in Europe and a questionnaire will soon be circulated to all Schools. The conclusions of this inquiry will be presented during this session.*

## Introduction to the Session

Panel: **Katia Baltzaki**, Thessaloniki, Greece

Chair: **Herman Neuckermans**, Leuven, Belgium

## Discussion

Coordination by

**Herman Neuckermans**, Leuven, Belgium

# Implementation of Self-assessment Procedures in European Schools of Architecture

Katia BALTZAKI  
Thessaloniki, Greece

The willingness for participation in the development of quality assurance and assessment systems, tailored to the needs of architectural education was stated in Hania in September of 2001.

In the same statement, the importance of respecting the character and diversity of architectural studies, for schools going through the above procedures, was pointed out as well. It became clear that schools are only concerned for assessment systems with a strictly academic profile. That is, assessment systems that are not necessarily relative or influenced by any accreditation or validation policies coming from professional or governmental bodies.

Quality assurance and assessment systems in this context are thought as tools for the development of architectural studies. They can also contribute to schools so that common and urgent issues are faced successfully. The compatibility of studies and diplomas awarded, the formation of a broadly accepted set of criteria for the definition of quality in architectural studies, the facilitation of the mobility of students, staff and ideas and the preservation of the identity and the unique characteristics of each school in its given social, cultural, academic and legal context are some of these issues.

The precondition for these systems to be formatted and implemented is an extensive dialogue and collaboration between schools.

As a contribution to this effort and within the context of the project of European Network of Schools of Architecture, a questionnaire was formed about the implementation of Self-assessment procedures in European Schools of Architecture.

The questionnaire was instructed in order to scrutinize and write down any effort concerning considerations, decisions or implementation of self assessment procedures.

National policy for assessment issues and the existence of a relevant statutory and legal context including the operation of a national coordinating body were explored.

Methods for applying self assessment and quality measurement procedures were inquired. Evaluation of the results of the above efforts was additionally requested.

It was also thought as important to search for the connection between self assessment and quality management systems, as far as architectural education is concerned, considering the conclusions of the schools.

The research hasn't been completed yet, as a matter of fact it has just been started, and that is why presentation of results isn't feasible yet.

Nevertheless, a presentation of the questionnaire in addition to the tense that has been

registered from the answers given until now, is considered to be supportive to the actions developed by the Network.

In detail :

The questionnaire is divided into three parts.

Questionnaire Part I, is addressed to those schools which implement or decided to implement, self-assessment procedures to their educational practices.

Questionnaire Part II, is addressed to those schools which negotiate with the perspective of implementing self-assessment procedures.

Finally, Part III is addressed to the schools that don't apply or don't intend to apply self-assessment procedures.

From the answers given so far it seems that a remarkable majority of the schools implement or intend to implement, self-assessment procedures.

There in after, it was thought interesting to find out how is self-assessment generally considered by the first group of schools.

Until now, the majority of schools has a positive attitude and the most enthusiastic consider self assessment a schools' route to self-awareness.

Self-assessment procedures may concern school's activities in general or activities referring to specific areas such as the curriculum, a specific course, an academic team or research activities.

The tension that has been noted indicates that the majority of schools apply self-assessment procedures to all their activities.

Assessment procedures were often related to certain funding decisions or Union's policies about participation in Programs.

That is why, the relation between schools' decision of applying assessment procedures and any kind of financial issues had to be clarified.

Some schools chose to implement self assessment procedures so that funding or a quality label as a ticket to a program wouldn't be their problem. Most of the schools though face self - assessment as the key to their high faculty reputation or some way to develop architectural studies.

In cases where quality management systems are applied in schools, assessment procedures are also included in their functions. In other cases, assessment procedures require quality management systems implementation as an assurance of quality of studies.

A relevant question was placed in the questionnaire and results so far indicate that interest is not much from architecture schools in applying quality management systems despite the implementation of self-assessment methods.

Opinions about success and compatibility of the above systems to the character and nature of architectural studies were requested as well. Limited experience gave accordingly limited answers.

General conclusion so far: Quality management systems can be compatible with architectural studies if their nature and special character is distinguishable.

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

A) Schools that implement Self-assessment Procedures to their educational practices  
 B) Schools that will implement Self-assessment Procedures to their educational practices  
 C) Schools that cooperate with the preparation of self-assessment Procedures for the development of their educational practices  
 D) Schools that exclude the possibility of applying Self-assessment Procedures to their educational practices

Category	Percentage
A	75%
B	15%
C	5%
D	5%

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

Is Self-assessment implemented in the context of a Quality Management System like Total Quality Management, ISO 9000, European Award Quality Model, or other?

A: Yes  
 B: No

Category	Percentage
A	75%
B	25%

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

Self-assessment is generally considered as your school:

A) An procedure with a potentially positive contribution  
 B) A useful tool to self-assess  
 C) Inconvenient or inappropriate to the education process perceived as a tradition  
 D) Other  
 E: Both A and B

Category	Percentage
A	15%
B	10%
C	5%
D	5%
E	75%

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

If a specific Quality Management System is implemented:

- Do you consider the implementation as successful?
  - ✓ Limited experience gave a small number of answers to this question
  - ✓ General conclusion is that Quality Management Systems can be compatible with architectural studies if their nature and special character is distinguishable
- Do you consider this implementation as compatible with the nature and the character of architectural studies?
  - ✓ If not only?

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

Self-assessment concerns:

A) The School as a whole  
 B) The School Course only  
 C) A particular section of the School  
 D) A specific course or an academic team  
 E) Research activities

Category	Percentage
A	75%
B	15%
C	5%
D	5%
E	0%

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

The type of methods that were followed in order to apply Self-assessment were:

- Statistical Data Process
- Usage of Performance Indicators ( PIs)
- Usage of Questionnaires or Interviews
- Creating teams for Quality Development
- Usage of tools or techniques of Quality Management

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

Self-assessment efforts are connected to:

A) A certain kind of tracking  
 B) The requirement for participation in Partnership or European Programs  
 C) Other  
 D: Both A and B  
 E: Both B and C

Category	Percentage
A	15%
B	10%
C	5%
D	75%
E	0%

European Commission - European Quality Award  
 European Quality Award for Schools of Architecture  
 European Network of Schools of Architecture

The majority of architecture schools use Statistical Data Processing to apply Self-assessment

Method	Percentage
Statistical Data Process	75%

Followingly, we referred to the methods that were used in order to apply Self – assessment in schools. Classic and old tools like statistical data, questionnaires and interviews appear to be in use in addition to ambiguous techniques like Performance Indicator usage or tools coming right through quality management systems.

Hopping that an evaluation is not too risky at the moment, one could observe that: self-assessment was imposed from the national educational system towards the direction of European Integration to those countries which are not full members of the European Union. In the case of full members self-assessment procedures were initiated by the Universities.

Self-assessment in most cases is connected to the operation of National Coordinating Bodies especially where its procedures rely on the existence of a relevant legal context.

Accordingly the legal regime of the above body's operation is independent either funded by the State or by Universities.

Self-assessment procedures utmost rely on quality measurement methods and practices. Adapting a certain group of methods deals with how quality is defined in each school. That is why, methods that are used by schools to evaluate the quality of their studies were decided to be additionally explored.

The impression that was given from the answers so far, is that schools don't measure quality against a common context. Output/ input processing, upgrading standards, performance and criteria are some key words but opinions are shared in possible answers.

During a self-analysis of a school in order to deal with self-assessment procedures, quality values must be scaled so that objectives and priorities for development are set.

It seems that no 1 priority of architecture schools are Postgraduate Programs. Graduate Status, Employability, Research Results and Curriculum Innovations are among the top five issues.

It is important to say that the questionnaire is designed in this point as a checklist that can take in opinions from more than one person from each school. In this way objectivity of the evaluation of the priorities can be justified.

According to the majority of the answers, self-assessment results are exploited as a feedback for development of the educational work. Their help as information for external peers, is appreciated from a group of schools as well.

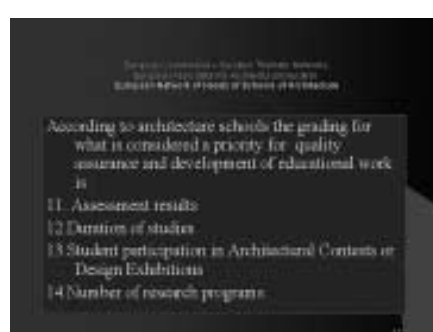
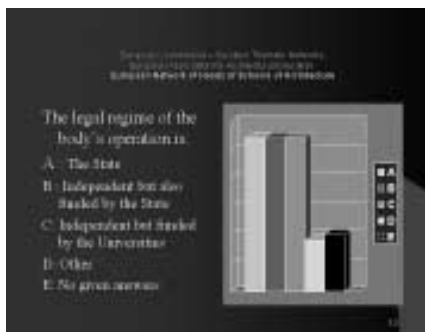
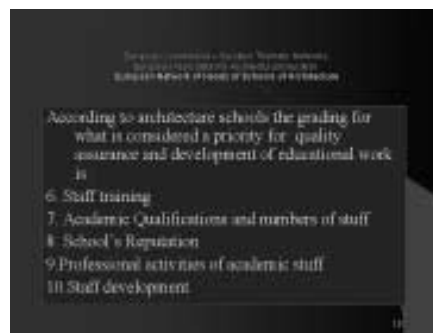
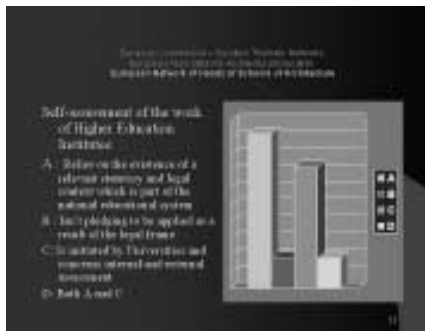
No school has so far responded that it excludes the contingency of applying self-assessment procedures to educational practices. Up to now, according to the answers that were received only a small number of schools negotiates with the perspective of implementing self-assessment procedures for the development of educational practices.

All schools in this second group, so far, consider assessment as a procedure with a possible positive contribution.

For this group of schools self-assessment concerns not only the curriculum but architecture school in all its activities.

The initiatives for self – assessment to be applied, started because of demands related to funding issues.

So the following answers weren't surprising, that is self-assessment in Higher Education relies on the existence of a relevant statutory and legal context which is part of the



national educational system.

Self assessment is connected to the operation of a national coordinating body in half of the schools.

The picture connected to the legal regime of the bodies' operation or measuring quality of the educational work, is more or less similar to the answers given in Part I of the questionnaire.

There are a lot of empty questionnaires in the web that must be filled, in order to have information, answers and perhaps conclusions. So, your precious participation in this effort is kindly requested.

Closing, I should thank Maria Voyatzaki and Constantine Spiridonidis, for, without their efforts and advice this presentation would have never been possible.

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

According to architecture schools the grading for what is considered a priority for quality assurance and development of educational work is

- 15 School's general activities
- 16 Funding (raise or cut)
- 17 Economic benefits for the staff
- 18 Grades
- 19 Number of students

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Initiatives concerning Self-assessment are connected to

- A. A certain kind of training
- B. Pre-conditions for participation in European Programs
- C. Other

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Self-assessment results

- A. Are applied as a feedback for the development of educational work
- B. Are applied as information for the current year
- C. Cannot be of practical use, since data are rather questioned
- D. Are applied to be in their reliability and validity as measurement
- E. Are used for Quality Assurance
- F. Both A and B

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Self-assessment of the work of Higher Education Institutions

- A. Beliefs on the existence of a relevant economy and legal system which is part of the national educational system
- B. Lack of policy to be applied as a result of the legal frame
- C. Is initiated by the external and national external self-assessment

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Self-assessment is generally considered

- A. As a procedure with a possibly positive contribution
- B. School's main self-assessment
- C. Inadequate or inappropriate to the education process perceived as a condition
- D. Other

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Self-assessment is connected to the operation of a national coordinating body

- A: YES
- B: NO

Survey on Connected Architecture Systems Network  
 Survey on Self-assessment of Educational Process in  
 Suburban Network of Schools of Architecture

Considerations of applying Self-assessment concern

- A. Architecture School is all its activities
- B. Curriculum of Architectural Studies
- G. A section particularly
- D. A specific course or an academic team
- E. Research activities

## Discussion

Coordination by  
Herman NEUCKERMANS,  
Leuven, Belgium

**Herman Neuckermans**, Leuven, Belgium

I thank Katia Baltzaki for this introduction. First of all, I would like to go directly to the weak point. I would like also to hear from you what you think about this questionnaire. I would like to invite those who have not filled in this questionnaire to do so, after we make the amendments that will be suggested after this discussion here. First of all I would like to ask you all who is experienced personally in assessment of schools, whether that is their own school or other schools. I know Marvin Malecha has been involved in assessment. We should record the names at least because these people have the experience of what it is. You can add me to the list. That is also a reason why I'm here. We have got our School to do peer-review and I have also been involved. I was the Chairman of the peer-review committee in Estonian schools. I know that Juhani Katainen from Tampere has experience in this as well because he was also there with me in Estonia and then afterwards he did the peer review of the Gratz school of Architecture.

**Dimitris Kotsakis**, Thessaloniki, Greece

The question can be also misleading. Who has experience of assessment because we are developing a certain concept of assessment and maybe one school doesn't have experience of that concept of assessment but it has experience for example, of a community in the school assessing the work all the time through general assemblies, reports and so on. So, the question can be misleading.

**Herman Neuckermans**, Leuven, Belgium

Yes, but my question included this. I didn't specify the format of the assessment. What I like to say is that in normal procedures the self-assessment or the assessment by peer review is preceded by an internal self-assessment, which is a self-study report. That's the normal procedure and the ingredients of this are laid out by the European Network of Quality Assurance. This system, however, from which I have a copy here, that I also published in the Newssheet 61, is general. It's not meant for architecture and from our experience we know that this procedure does not include the assessment of the design studio work or the design aspect of architecture which is a very important issue. It examines, nevertheless, all other aspects that were listed here in the European scene.

You know from what I've written and we've already discussed earlier here that I think that the quality assurance will be part of the education system. Anyhow, whether you like it or not, the European Union has established a framework for the monitoring of all aspects

in your school and its pedagogy. It is also looking at results and not only at the inputs but at the achievements as well. It is also looking at how a school is functioning, in terms of physical space, maintenance of space, students, not just the number of students but how the students are tutored; it's a very complex thing. I have the scheme here with me. I don't know if I have to show it to you but it depends on how the discussion goes. In any case, I personally think that it is an interesting exercise for schools to have a snapshot first in this self-assessment report, an internal assessment. You see what you are and then afterwards in the peer review, which follows, the school is confronted with other exterior opinions from the outside.

The question was who has experience already, who has gone to such a procedure in whatever way. Not that I'm going to discriminate you but anyhow, maybe these people went to the whole thing and they can comment now or later on what their experience is in this thing and the others can learn from that. Well, as far as I am concerned, I told you that the system that is structured at a European level is not specific to architecture in that it lacks a major component; the assessment tools for what is the quality of your design curriculum.

**Andreas Wagner**, Karlsruhe, Germany

I may add some information from Germany. A lot of German schools have been evaluated during the last one or two years for several reasons; discussing whether schools should close or amalgamate with civil engineering departments and things like that. This way of assessing architecture schools is too general and doesn't take into account designers but, there is an organization initiated by the Architectural Chamber. I'm not sure, but this organization is working on a procedure to assess schools of architecture and they hope to be ready next year.

**Loughlin Kealy**, Dublin, Ireland

Would it be possible to find the name of that organization? It would be useful. We haven't as yet added the quality assessment. We're scheduled to have it in about three years' time and as part of that we have been asked to make an input to suggest who might be members of that peer review and the external review so, it would be very useful for us to know if there was a format developed for evaluation of architectural schools in Germany. It would be very useful to know who they are.

**Herman Neuckermans**, Leuven, Belgium

I mentioned that it is the ENQA, European Network of Quality Assurance who has proposed the scheme but as it has been said it's not devoted specifically to architecture. That's the one thing but that scheme is not just a copy of the ISO 9000, which is made for industry. It's looking more at procedures to apply to architecture. It's not applicable as such in the area of education.

**Loughlin Kealy**, Dublin, Ireland

I think a German colleague said that there was a setting of the system in Germany but

if they are, I'd like to know what their organization is. That's my question.

**Alan Bridges**, Strathclyde, United Kingdom

In the United Kingdom there is a very well-developed quality assurance scheme and as part of that there is specific architecture subject matter document against to which schools of architecture are reassessed and all of these documents are available on the Web.

**Joaquim Braizinha**, Lisbon, Portugal

In Portugal this is the year of evaluation and self-assessment of architectural studies in both public and private schools. So, we are in the middle of the process. We have to finish it until 10, January 2003 and after that we will have external commissions and they will talk with us about it. Anyway, we have the experience from other courses in the same university. We have Law, we have History and so on, that already have a self-assessment. So, we have experience of the questionnaires to all students, new students, teachers and so on. It's easy because the Ministry of Education has done a briefing. That's quite a mystic thing. It's not very clear and can be answered in different ways. This briefing can only be understood with the experience of the schools that have already done their self-assessment. So, the first problem is the briefing for the self-assessment. It's a problem that we don't know exactly how to answer to those questions.

**Herman Neuckermans**, Leuven, Belgium

The contents of the self-assessment reports, self-study reports according to this European Institution start with the mission statement of the school. Then it looks at the limits in which this mission statement has to be realized. I summarize the analysis of pedagogical activities according to the whole frame. It also includes evaluation of research activities; is there any? The external evaluation in many countries is always preceded and happens at a different pace by an internal monitoring. Now, if I understood well some schools here belong to the university, which is a bigger thing and universities normally impose the scheme with suggestions to it.

If you are in architecture, you can add distinctions, which are specific to you. If I understand well, some other schools operate like individual bodies and can design this scheme themselves. Anyhow, in my opinion they should have a look at what the others did because it's very interesting. It looks at many different aspects of your teaching and the efficiency of your teaching, the quality. I think that quality assessment whether you like it or not, is part of this economic world we are in. But my strategy is that you have not to fight against economy, you have to use economy for your purposes, that's the clever thing to do. So, I think that we have to go for the quality assessment in general but turn it into our purposes. That's all.

**Dimitris Kotsakis**, Thessaloniki, Greece

I have a suggestion to make in terms of the special issues related to this assessment. Here are two special issues. First is architecture and second is the university because we

are talking about university studies of architecture. So, in terms of assessment in universities, we must have experience also in similar research and information, in similar assessments like the assessment of the work on legislation, like the quality assessment in parliaments, assessment of the judicial work. How do we do quality assessment in the court of law? How do we do assessment of executive work? How do we do quality assessment in governmental bodies and local authorities? And when we have this range of experience about quality assessment then we can go on and discuss deeply what the quality assessment is, not in education, but in the academic authorities which are the universities.

I propose instead of having quality assessment to have a broader concept of responsibility to the community and to the society, which is the university. How do we respond to civic responsibility, internal responsibility to students and teachers in the university? This is what a government does, a court of law does, and a parliament does. They are responsible to the society and universities have to be responsible to the society. This is my proposal to our meeting. Take this as an important issue. Now, whether we do this with statistics or with general assemblies, newspapers, books, television that's a different matter. It's simply technical. The question is what our discussion today is. I'll put it this way: Civic and public responsibility and internal responsibility to the students, to the teachers, the researchers, external to the society in civic and public terms. This is our problem.

**Herman Neuckermans**, Leuven, Belgium

Yes, I agree with your proposal except that for the existing systems the terminology is different. I know you are different but I didn't mention it here, but the assessment of the universities includes this assessment. It starts with the mission statement. That means that you ask yourself what you see yourself as a school doing and to produce in a relationship with your students with the society. It's there and it's not only a matter that you have to really assess it afterwards. That's the point because in this system for the assessment in universities you have, and it's quite better, I can guarantee you in Europe you have assessment of education, assessment of research and assessment of civic involvement and attitude towards it, it's there.

**Constantin Spiridonidis**, Thessaloniki, Greece

If there are no other questions from the presentation, I would like to ask you to propose ideas about the way that we have to develop as group here in order to collect useful information on the question of assessment in different schools of architecture. It's clear that we need this information and that was probably a very small preliminary step, or if you want a pilot step but of course, it's not enough. We have to develop probably now, or in the afternoon, ideas and proposals on the way that we have to collect this information. What kind of information we need and through which means it will be useful and operational to select this information and to diffuse it. I think that it will be a very serious contribution of this meeting to all, if at the end we manage to give some directions in which in the coming year we have to work on, in order to provide in the next meeting useful information raised by the discussions that we had during this Meeting. Are there any ideas or proposals? Do you think that it would be useful for example to continue working on this questionnaire? Maybe some kind of questions doesn't exist. We have to add them or to transform them. That would be something, which will be useful for us this moment.

**Herman Neuckermans**, Leuven, Belgium

I think it would be interesting to have a look at those who have done this process and at what they produced because it varies. I've written self-assessment reports in Estonia. I've written the assessment we've seen in our School. I think the only problem is that these reports normally are not safe for everybody and then language is the problem. In the report you see all the topics. That's the aspects they are looking for.

**Alan Bridges**, Strathclyde, United Kingdom

I would mention again the system of United Kingdom specifying the structure of the report. How you should report and how that report is then evaluated. Our role there, and I would suggest it might well be an example, was to look at and see how they may adapt it. All the background documents about the information you have to prepare, how it's assessed, how you can evaluate teaching quality in learning opportunity... Everything is there.

**Herman Neuckermans**, Leuven, Belgium

I would urge you not to be reluctant against looking at what has been done because I think that we have to look at these cases, we have to learn from previous experiences. I also think here that we have to do it. It doesn't mean that you have to copy but at least you have to know what has been done. Otherwise, we reinvent the wheel every time.

**Joaquim Braizinha**, Lisbon, Portugal

I think that even if the briefing is not absolutely clear but with the experience of self-assessment from the other courses, we can structure our regulations in a correct way. Of course, it's different to do questionnaires for the students before and after the exams, and design in particular in which they do not have a lot of interest. Our problem, the problem of all the schools until now in Portugal is the committees that come afterwards to discuss the regulations of self-assessment. The constitution of the committees is perverse. For instance, we have teachers from other schools evaluating our school. They are steps of procedure that I don't know what kind of results they will take in the future but at least we are not a lot of people and maybe we are always the same persons. There are problems when commissions constitute by professors from public schools and go evaluate private schools and so on. There is a problem. This is the difficulty of the process, the relation with the committee.

**Herman Neuckermans**, Leuven, Belgium

I know from our experience in Belgium as well as in the Netherlands, that they do not do comparative assessments but they do assessments of different schools of the same type at the same time with the same committee. That committee is negotiated by all the participants.....It is a long procedure because there is always somebody who does not favor someone in the commission but it's, in my opinion, the most democratic way you can have. In our country, I can guarantee you, it took us I think two years to agree about who would be in this committee but then it was a consensus and the only thing they do is check whether what you say that you will do is really what you do. The only thing is that

they don't compare your school with another school. That's another story and I don't think that should be the case but they just check whether you really do what you say that you do and they have a whole set of instruments for that, for the project. They go and have all the projects looked at, they interview students without teachers, with teachers. It's a complex thing.

**Claudie Viatte**, Ministry of Culture, France

I would like to add some details about the French experience but I would like to speak in French and I know that the French language is the second language in the Council. So, I would like to say it in French. Thank you.

Voilà. Je disais que nous étions effectivement dans un cadre légal en train de commencer une évaluation interne et uniquement des enseignements et de l'organisation des études dans les écoles d'architecture et que justement je crois qu'il faut qu'on fasse très attention dans le questionnaire à distinguer ce qui est une évaluation interne d'une évaluation externe, si comme vous voulez une évaluation des enseignements de la recherche ou même du management des écoles. Donc, nous sommes nous en train après d'avoir commencé une évaluation interne des enseignements, de continuer avec une évaluation externe parce que nous avons une procédure d'habilitation qui est déjà un peu de l'évaluation mais quelque chose qui serait plus de l'évaluation en matière d'enseignement et de recherche, pour aboutir, enfin, à ce qui est une vraie évaluation, c'est-à-dire une évaluation globale d'une école et une comparaison à l'internationale avec tous les aspects de l'activité de l'école. Et je pense que ce serait très très intéressant particulièrement pour la France qui donc, franchit tous ces pas d'avoir l'exacte expérience de ses partenaires. Merci.

**Herman Neuckermans**, Leuven, Belgium

I will not translate the whole thing but for those who didn't understand anything about this, our colleague from DAPA, which is the Ministry of Education in France says that they are in the start of a process of internal and external assessment and they are eager to learn from the experience of the others because ultimately now, they are only looking at some aspects, pedagogy and research I think but ultimately they want to achieve the whole picture and see all schools.

**Harald Gatermann**, Bochum, Germany

I want to add some remarks to my colleague of Karlsruhe. I think you must know in Germany we have a federalist system. We have about eighteen different ways to go and we have some failures in some exercises in making evaluation in our school in different faculties. So, in civil engineering and in architecture it failed totally because there was nobody who had the time to do it and the students didn't like it either. But I think the result of our conference may be that the best assessment is the competition between schools and competition between colleagues and between projects and between students and it's normally in a school of architecture we do it this way. I think in every school of architecture there will be a kind of competition. So, for me it's not such an important thing this assessment question. I think the results show that it is similar with other cases.

I can tell you that in Germany there is another way to do it; every province has its own way but there is another way, it's more independent, it's a foundation of a media concern called 'Battensmoud' and they have a committee of professors and artists and people of art, intellectuals I could say and they have done, I think two years ago, a questionnaire for students not for professors, for students of schools of architecture asking them what is good, what is bad and what is worth in international relations and so on. Also what is used for the lectures, how are they done, how are the conditions, how are the rooms and so on. I think these results are very remarkable and we are very proud to be on the top ten of a hundred. So, it's good for us but it has been published in the most popular magazine in Germany 'The Stern' but you can buy it in any kiosk. So, I think maybe it's a way to do it and I think this conference is important to say something to it of course.

**Herman Neuckermans**, Leuven, Belgium

I can add something in what you are saying now because this way of questioning that has been done in Germany by publishing the results has in fact been published in the journal *Der Spiegel*. I think it is well-known in Europe but people who are really looking closely at the rigor of the procedure have serious doubts about this. I just tell you, the things we are talking about here are much more serious and in depth. The only thing that I also wanted to do to reply to your first suggestion, I agree that we can learn first of all. But I don't believe so much in this assessment story. I can tell you, I'm not a prophet but I think it will come all over the place.

**Andreas Wagner**, Karlsruhe, Germany

I'd like to add some information. I think besides, it's a lot of work going on assessment. The interesting and, I think, important thing is that we learn about how to organize ourselves, how to organize our school in terms of enriching our teaching and I doubt whether these questionnaires by 'Battensmoud' really give some information about that. I think there are rather populist. We are undergoing quality assessment the same way that Herman Neuckermans just explained in the same procedures and choosing the committee and things like that. But we are still kind of suspicious because it was ran by a governmental body and you could see that the state agency of Battlegutemberg wrote back and evaluated all schools of architecture. It suggested that Battlegutemberg didn't fit in the economic schedule and things like that. And what we have, it might be interesting for you just to learn how to evaluate yourself. The University of Karlsruhe agreed to a contract with two other universities Kaiserlaudern and Darmstaad and they had a contract to evaluate themselves, department by department and they are kind of supervised by colleagues from the Hilti Halt Zurich and that's what we have right now been doing. So, we are just in the middle of it and I think this is probably a more honest way. You are under colleagues and you really can face problems and discuss problems of your school and compare the schools and the different methods of teaching.

**Herman Neuckermans**, Leuven, Belgium

I would like to describe an experience I had in Estonia. We were three; one was Juhani Katainen and the other was I. We are academics and it was another Ratiola teacher; three teachers and architects and nobody from the state in our case in Belgium. There

was one person from the committee, who is in charge of Higher Education, permanent and attends all the different evaluations, that's all. So, it's maybe interesting to remind you of this. The discussion about the commission is clearly differently tackled in the different countries. But of course, that's a point where you have to fight because, indeed as you said Joaquim Braizinha, if this is not ok of course, the whole thing is not ok.

**Richard Foqué**, Antwerp, Belgium

I want to add something because we are speaking all the time about self-assessment, quality assurance etc. This is of course the most important point, the most important aspect of all matters but this is something, which most of the schools of course can manage. In several countries we see and hear in the discussion that there are several methods applied. Some countries do it from a legislative point of view. Others purely from university point of view, but there is another thing coming up and I don't think we can deny that or we can close our eyes to it. This is accreditation and accreditation is something different. It is another step or another level further than self-assessment and external assessment may be an aspect of accreditation but it's not the same thing. This is another important point maybe not to discuss today because it's quite a difficult point since it is immediately related to other things like professionals for instance. It's an important point and it should be one of our issues to discuss over next year. Maybe we need to have a position on it because it has direct implications on the funding of schools. This is what I want to bring into the discussion as an important item.

**Juhani Katainen**, Tampere, Finland

I wanted to come to another evaluation. I had a chance to be in Gratz and I think the reason for that evaluation was because they employed new professors and they wanted to look at the school and each structure before electing the new professors. As a consequence we were invited by a general court to the Architects' Associations around Europe. They are asked to be the representatives for this purpose and then they themselves select. The university selected and I was with that group. There were colleagues from Germany and Herman Neuckermans was asked but he didn't know whether he could come. Unfortunately he didn't come but anyhow, I must say that first of all we learn a lot, the evaluators learn a lot. So, that could be a nice way if we could manage that. It means money but we could learn a lot from each other when we could organize such kind of trip and spend a week in a strange place and listen to what teachers, students and all the people involved with that process have to say.

I think that the School learns a lot when doing the self-assessment reports. We had piles of papers, hundreds of pages and that is the process which is very necessary in this case. What we can as outsiders bring into the picture is our experience if we have any. Maybe we can give advice but I feel that the most important thing is the process and then the school makes its decisions. I don't know what came out of it. It was interesting at least for me. Pierre von Meiss was leading a group and he made a fine self-assessment report and suggestions.

There is a problem in this kind of activity. An issue I realized was that we are bringing our own culture with us when we go and do that work so, we make suggestions like our British colleagues just a few moments ago that their suggestions are according to the British

system. So, we are bound to our culture, but exchange of that culture is maybe part of the richness of the work and we value it as such. I remind you also that there is in the UIA charter something on this validation which is worth reading because it is quite an interesting work done recently by Fernando Ramos and his working group. Maybe this organization could work on that basis and then find out what is the European version of these activities. Thank you.

**Herman Neuckermans**, Leuven, Belgium

But this is about validation and you know that the session was about self-assessment. They are related but they are different. I would also like to add, not from the point of view of external validation, that it's very difficult for a single school to identify itself and to position itself in relationship to other schools. It's not always easy because it's by comparing that you see differences and that you can point to us the differences as we did in the studio.

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

I realize that this is an American perspective and perhaps Americans are completely preoccupied with self-assessment at this moment. There isn't a single administrative meeting that I attend where there is not a discussion on assessment. It is on every single administrative meeting agenda that I attend. The one observation I would have is that you are using the term 'assessment' in a very broad way and, therefore, it is confusing the discussion in my opinion. I see five different types of assessment. They are continuously on the way within the American University today.

Accreditation which is the professional bodies' deal and is the basis of the exchange across the country and how students from North Carolina State spend four years at N. C. State and then go to Berkeley for two years and get the Masters of Architecture Degree. It's the common currency it has all kinds of problems, it has all kinds of benefits. I have personally chaired twenty five accreditation teams most recently in Yale University and in Argentina. I have received some twenty accreditation teams to my school because I have six academic units each one of them having their own accreditation process.

The second level of this kind of account ability has to do with what the Faculty Senate does at N. C. State University. Each of our programs goes under the assessment by the faculty Senate relative to the quality of the curriculum and so, there the credentials of the faculty, the credentials of this course syllabus, the books that are produced, the thesis, projects that are produced, there is actually a visiting team from the faculty of our Campus from outside our discipline which looks at what we do relative to our academic quality.

The third level relates to the university's desire because in the United States we have this sort of academic free market we can compete against other universities primarily for graduate students. So, it's very important to be in the ranking, which is something called the Lambert Report where the universities are ranked in the top 20, in the top 25. North Carolina State happens to be ranked to the 27 in the nation. Our chancellor says that by the time she is finished to get a chance that we will be in the top 20 and that means that you as a college better be a sail and not an anchor in that process. What's in the Lambert Report is how many federal research galleries do you get, how many doctoral theses are produced in your colleges, how much aligning money has been raised, what

percentage of the align that they give money, how many national awards has your faculty received, international awards these things are counted. Then the Lambert Report ranks your university whether you are in the top 25 and my boss, my chancellor says colors of design you will help us be in the top 25 and if you don't help then you are very much insusceptible to being moved into another college and perhaps even program elimination. So, it's serious business.

The next level is in some ways very important but that's the discussion of how do I know you are successful. I sit with my pro-boss and the pro-boss says ok, you tell me you want to be the best design school in the world, how do I know that's true? And the way that I know that's true is that I have to have ten schools that are called peer Institutions and I compare myself to these ten peers in my case that's university of Texas at Austin, it's Michigan, it's Berkley University in Virginia, George Tech University in Minnesota, University of Illinois. I can list them all for you and I can tell you how many students they have. I can tell you how many faculties they can have. I can tell you how much money we raise by comparison how much money they raise. I can tell you how our research diverges from their research and it was one of the primary reasons that we've been able to have two very meaningful discussions; one of the Institutions of our PhD program a couple of years ago (because we are applying peer at Michigan where they have a PhD program) and now the discussion of a full time center in Europe is because everyone of our peers has a full time sent in Europe, we don't and so, we have to get to work to get to what they have done so, that's the peer group.

Finally and perhaps the worst of all measures in schools only uses this if they come in the top 10 schools. This is tough. It's the best measure ever and if they don't show up the top 10, they don't even talk about it and that's what the public U.S. news in world report architectural record, the surveys that they do. In the ACSA there is an adopted position to this kind of ranking unless you are ranked in the top 10 and then suddenly you use the material. I have personally talked to people who do that ranking for those institutions and I can tell you that it is very dangerous to use that material because sometimes they get on the phone and they call architectural offices and they say 'do you know about this school?'. If nobody in the office knows about the school then you get a low ranking. Now if you have a small program in architecture like I do, I have 250 students maximum, few graduates in architecture by definition. I'm not going get a high rank. If I have 1000 architecture students and I'm graduating 200 students a year. By definition I'm going to have students everywhere and I'll get in rank higher. So, you have to be careful using the public press. If the U.S. news in the world report don't report that and I don't show up at the top ten I assure you that I have coffee with the chancellor within a week after that publication and I have to demonstrate to her why my school didn't show up in the top ten. So, we are constantly in this assessment procedure and I guess all I would say to you is you need to do what I just did. You need the same thing because each one of those processes end up with different outcomes and they mean different things to different people and I think they are all getting mixed up in this discussion.

**Herman Neuckermans**, Leuven, Belgium

Yes, but anyhow in view of later accreditation which will come I think we and they will agree more or less about a procedure and the topics that you have checked otherwise are not comparable. If the ones call a newspaper and the other ones go to an in-depth

enquiry of all students, interviewing students, it's not comparable.

If there are not another questions or interventions I would like to close the session and to thank you very much for your contribution.